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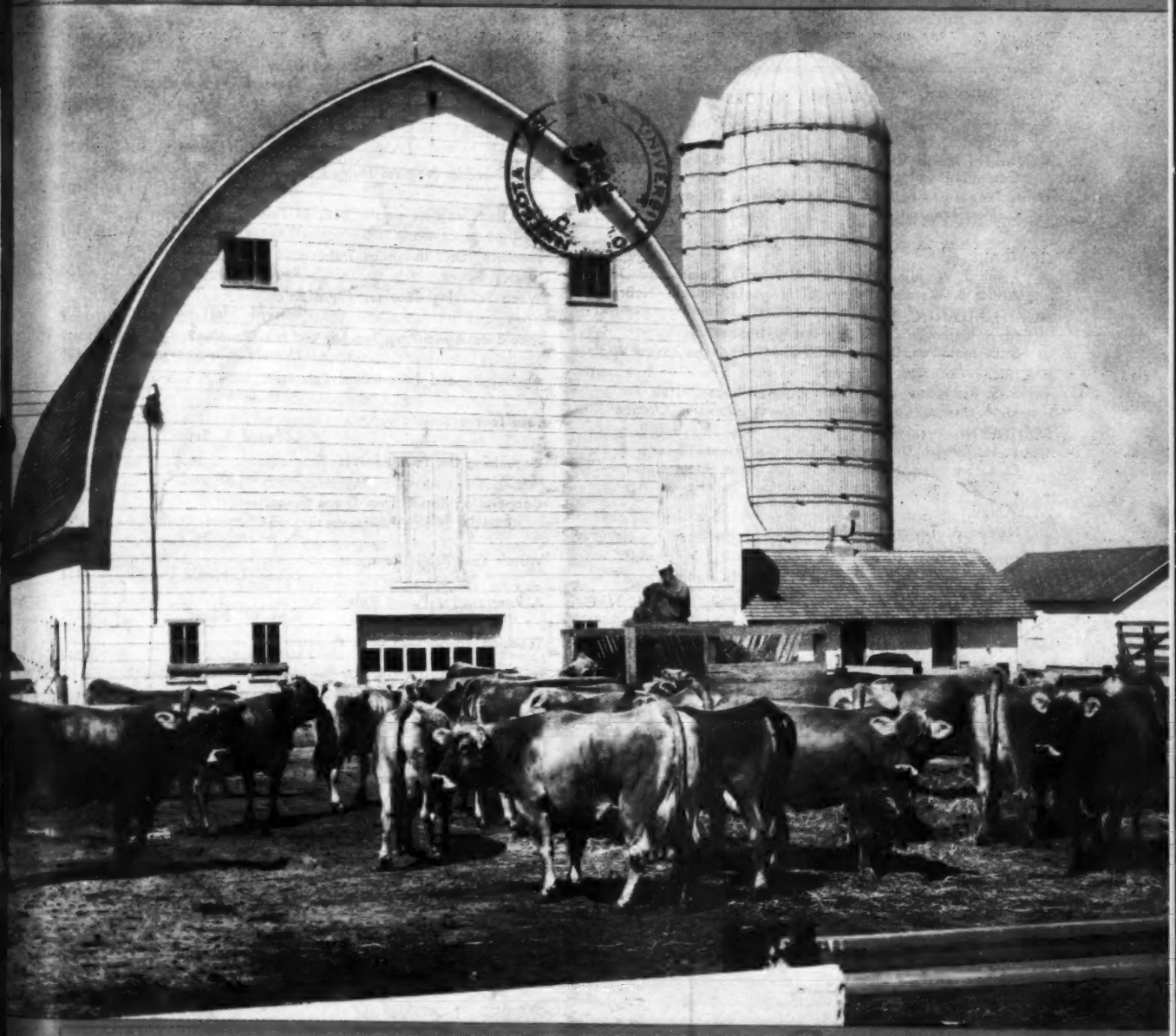

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Featuring— Teaching as a Profession

The Agricultural Education Magazine

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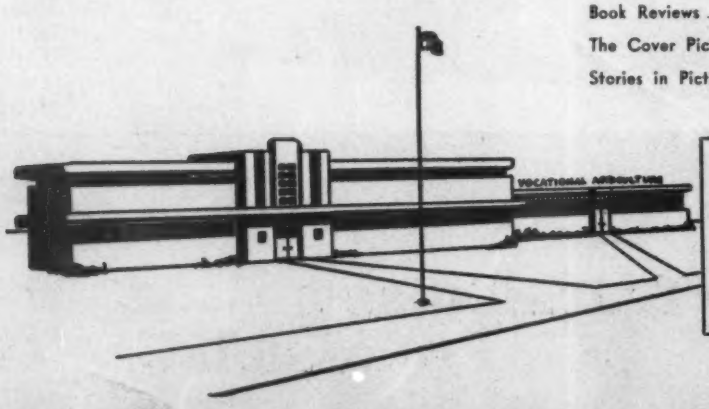

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Editorials

Teachers Need Professional Unity

JAMES E. WOODHULL, Teacher Education,
Colorado A & M College.

Teachers of the world are immensely important to world destiny. The cultures of the world are passed to each generation largely through the efforts of teachers. Society depends upon teachers to hold cultural gains and to aid in pushing the darkness back a little farther. In our country alone there are over a million teachers in public schools who train the minds of youth for their place in this complex society.

The struggle existing between the democracies and dictatorships is based in the wide difference in the concept of the rights and capabilities of the common man which is held by the teachers on the separate sides. Many observers believe that the outcome of this conflict will be won or lost by the superior skill of the teachers in the respective classrooms. Frequently, there appears in the Press the argument that the struggle between democracy and dictatorship has moved from the battlefields with the guns, bombs and planes, into the classrooms with its pens, tables and rules. They state that the side which will ultimately win the victory will be that side possessing the most skilled and devoted teachers. This is a subtle method of waging war to control the minds of men, so much so that it is not recognized as a destructive effort. One philosopher had this same idea in mind when he wrote, "The victory of the Prussians over the Austrians was a victory of the Prussian over the Austrian schoolmaster."

News from Russia describes for us the emphasis placed upon education both for the talented individual and for the great masses. Ten years is given as the time schedule for the full development of the Russian educational program which promises to provide education of high quality to every Russian who can benefit from attendance at the school or university. Already the fact that Russian schools are efficient has been shown by recent comparisons of young scientists pouring from Russian classrooms with those from the classrooms of our country. In this comparison we are admittedly out-numbered by wide margins and some claim the young Russian scientists are better trained. Similar comparisons in years to come do not promise to flatter our ego.

Military leaders in this country are worried that our schools will not be able to match the Russian schools in preparing youth to keep abreast of the advancements in science fields. The demand for technically trained people grows by leaps and bounds and they already cannot meet present demand. Vocational educators with their practical approach to instruction have been invited to sit in on conferences over the problem.

Agriculturalists and men of industry too are worried about the competition developing in world markets. Fields throughout the world which were de-

(Continued on page 100)

Professional Responsibility

This issue of the *Magazine* includes some of the evidence that teaching Vocational Agriculture is looked upon as a profession. At least there is implied in the various articles some of the characteristics of our work which provide the "earmarks" by which we can be classified as being professional workers.

A profession may be thought of as denoting a certain amount and kind of responsibility which may not be so true in other occupations. One of these is the obligation to be ever alert to the problems which arise and a willingness, yes, even a desire, to identify and seek solutions to such problems. On this score, teachers, teacher trainers and supervisors in vocational agriculture have qualified as professional workers during the relatively brief existence of our program to an exceptional degree.

What are some of the problems to which we as professional workers need to address our thinking and our energies at the present time? One which seems to stand out in these times is the need for clarifying the issue of what distinguishes truly vocational instruction. When vocational agriculture first sought recognition, it was relatively easy to differentiate our program from the traditional offering of the secondary school. Today, the school program includes so many kinds of instruction for so many purposes which were unknown in the school of thirty or more years ago that we seem to be more hard-pressed than formerly to keep our own sights clear as to what we are seeking to accomplish and how we can do so. If we are confused ourselves, what must be the understandings of others in the school with whom we work or of the public whom we serve regarding the meaning of vocational education?

Currently, we are faced with the problems of a changing economic picture in agriculture. Much has been said about the decrease in the number of farmers along with a mounting production level. Increase in the costs of getting into farming, increase in size of farms and increase in the number of related occupations to farming and of the number of workers involved all are factors in the current scene which necessitate continuous appraisal of our concepts of vocational education in agriculture. A willingness to tackle the problem and the clarity of our thinking in doing so may well be a test today of our professional integrity. It is becoming evident that we can no longer depend entirely upon methods in teaching, instructional content or the bases of deciding who we would teach which have worked reasonably well in the past. Changes in school population as well as the changes in the economy referred to above make necessary some reappraisal of the present program and some intelligent planning for the future. In doing so, we must start with clear and sincere convictions of the meaning and means of vocational education or run the risk of losing the gains of the past.

Too many people currently are advocating ill-advised departures from the fundamental principles of vocational education to permit any complacency on our part. W.A.S. □

Why teach?

The rewards can be identified.

CARL G. HOWARD, Teacher Education, New Mexico.

Carl G. Howard

PRACTICALLY all successful men fall into three classifications, school teachers, ex-school teachers, and frustrated school teachers. This may be proved rather easily in any community by visiting with the first fifty people who are considered to be successful. The school teachers and ex-school teachers need no particular elaboration now. The frustrated school teachers may take a little more time to pin down as such and there may be a whole lot more of them, but a real study of each individual so listed will show they are properly classified.

Lay-persons as Examples

Everyone who is now a school teacher or ex-school teacher and who has attempted to enlist the aid or support of certain lay-persons for resource material or personnel can re-examine the conversation which took place and emerge with definite proof that such persons are actually frustrated school teachers. Each one has become a so-called expert in his particular field or business. Each one employs or uses few too many persons, each of whom has to be trained to do the task he is employed to do, if he is expected to perform at maximum efficiency. Each one is vitally interested in his present field and so enthusiastic about it that he tends to be somewhat boresome in his broadcasting of it all. Each one works with others easily and well or he would not be so successful. Each one is anxious to help the teacher who contacts him by wanting to appear before the teacher's class or classes and sell them on his field, followed by indoctrination and training if he is allowed that much time or leeway. All of which goes to prove the beginning statement with which this elaboration started, that all successful people are teachers, ex-teachers or frustrated teachers.

Accounting for the Ex-teacher

It might be well to examine next the reasons underlying the ex-school teacher classification. The chances are that most of them changed to other fields because of greater financial returns, discouraging aspects of teaching, family pressure for faster advancement, or too high an I.Q. to be content as a teacher in the face of educational institutional inertia. The only ones of these reasons which are not self-explanatory are the discouraging aspects and being able to think and do things so easily and rapidly that it is physically impossible to become acclimated to the slowness and inertia of education in general. Mention should be made of some of the discouraging aspects of teaching—many of which are to be found in one community and not in others. Waiting to see the results of instruction is too much for many impatient folks. Parents not being sympathetic or over-critical drive many people out of teaching as a profession. Jealousies of administrators or teachers to publicity or successes of a good teacher make his life so miserable he doesn't care to take it very long. Being open to criticism as a public employee is irksome to many who resent public criticism and pressure to subscribe generously of time and money to all of the community activities and drives in addition to a full teaching load. Discovering that there are for them many things more important that the development of youth drives others to activities where results are faster and do not depend on personal interest in people as a driving motive.

Why Some Remain Teachers

Having summarily disposed of the frustrated and the ex's it might be interesting to discover why many teachers spend a lifetime as such and seem to retain their interest in their work, even to the extent of being enthusiastic and vociferous about it. Disregarding the fact that the longer one works for the public as a salaried employee the bigger coward he becomes, if cowardice is involved in being afraid to take a chance on going rather deeply into debt, most good teachers adjust their outgo to income and become so interested in the successes of their students that they continue with teaching as a way of living rather than an actual occupation. This whole procedure involves a re-evaluation of the word success. What is success in education or in any other field? Some say money represents success. Others feel that security and tenure and promotion represent success. Personal satisfaction in the achievements of those in one's charge is accepted by others as representing success. Being sought after in all civic and educational activities spells success for other people. The building up of a great reservoir of successful ex-students is another measure of success. Colleges and universities measure success by numbers attracted to courses offered. Publicity in newspapers, radio and other means represents success to others. If success and teaching as a way of living are combined one might emerge with a success definition which is predicated on the premise that if one can be happy with a lesser income than he might receive otherwise and supplement the monetary return by satisfaction in student successes, one may be happy in feeling that he had a small part in the shaping of the lives of an increasing number of young people to the end that they become useful and valuable citizens in the communities in which they live.

Finally the social position which is assured the teacher and the freedom from the big business type of pressure which measures longivity by production and ends it when production slackens makes teaching increasingly easier and interesting. In turn, when pressures are no longer felt and satisfaction over successes renders permanence no longer a problem the real teacher can live as well as teach and in this manner attain happiness in being of real service to others. □

Teachers Need - - -

(Continued from page 99)

vastated by war are now coming back into full production. New farming methods are replacing ancient techniques to over-supply the domestic needs of some countries. Factories which were once silent are in full production and goods are flowing into world markets. Our farmers and factory workers are meeting the competition from dictator controlled countries. The fear developing in the minds of our leaders is whether our people will be able to keep abreast. Will our schools be able to provide the capable people for our farms and factories?

The development of the present world struggle as just outlined has given the teacher a new role unique in history. It is generally admitted that teachers are key persons in the future of the democratic world. To meet the new challenge of the dictator countries, teachers in our country must rise to the occasion with a unity of purpose as never before. Through their professional organizations teachers must declare the problems they face in fulfilling the great responsibility placed upon them. Teachers need to tell the people, through their professional organizations, about the conditions under which they are required to work. Professional organizations of teachers need to tell the people that as professional men and women they must be heard. One commentator recently wrote that Congress would have never dared to kill the legislation on education if teachers had been more firmly united and had spoken for their professional rights.

Teachers of agriculture are professional men in the full meaning of the term profession. They perform an essential service for which they have trained over a long period of time. They take personal responsibility for the teaching they do and use their creative powers to plan and execute the services they render. In all points of comparison, the teacher of agriculture qualifies as a professional man along with doctors, lawyers, and ministers. Unlike the doctors, teachers have looked upon professional organizations as something they did not need. More serious than this is the feeling among teachers that they do not have the right to express themselves through their own organizations. This has been unfortunate and a detriment to education in this country. Teachers of agriculture should rally be-

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An internship program helped me

A first year teacher gives credit to his internship experiences.

JOSEPH J. MERCER, Vo-Ag Instructor, Buena Vista, Ga.

Joseph J. Mercer

AS I look back over the past year, my first as a teacher of vocational agriculture, it is easy for me to see that the help which I received from others made my work both easier and more effective. A large part of this help came to me through the indivi-ual visits and conferences and the group meetings which were a part of the Internship Program of the University of Georgia's Department of Agricultural Education. These individual conferences and group meetings with a member of the University of Georgia training staff helped me to make specific plans for dealing with the many problems that I faced in carrying out my program of work as a first-year teacher.

Value of Group Meetings

Our group meetings consisted of discussions and work sessions led by the college staff member, with assistance occasionally from a district supervisor or a second teacher trainer, and/or other school leaders. These meetings provided an opportunity for us to bring up problems and questions that we might have hesitated to bring up in meetings where the group was composed largely of more experienced teachers. In these group meetings I was able to secure the thinking of other individuals with similar problems, and to have the counsel and guidance of persons especially trained to work with beginning teachers. Thus, I was assisted in making sound plans which prevented many mistakes that would, doubtless, have been made had these meetings not been held. The majority of our group meetings were on a district basis, rather than state-wide.

Individual Problems Considered

Our first district meeting helped me see my way through the problem of initiating my instructional program for all-day boys. Each teacher brought to this meeting completed survey forms and a list of tentative supervised farming programs for at least one of his all-day classes. We analyzed these surveys and tentative farming programs, discussed the different approaches to setting up supervised farming programs, and made specific plans for getting the best possible programs set up with our in-school boys. At this meeting we also discussed and made plans for setting up student's individual course calendars and teacher's master course calendars. This was most valuable to me as a beginning teacher.

In a later meeting, we were divided into small groups and actually developed a complete and functional lesson plan for a two-job unit on "Marking Pigs and Registering Pigs," which represented jobs that several of our members needed to deal with in their teaching programs. Beginning teachers in the other three districts in Georgia developed different lesson materials and exchanged them with our group. This proved quite helpful to me, also.

Many Phases of a Program Considered

In other meetings we discussed ways and means of setting up the over-all FFA program, different techniques of teaching, on-farm supervision and instruction, procuring teaching materials, plans for organizing out-of-school groups for instruction, informing the people of the community about our program, and the like. Each discussion was practical and to the point in that we dealt with problems that we faced at the time, or that we would likely face in the next thirty to sixty days.

Individual Help on the Job

Although we discussed and made plans for dealing with many common problems in our group meetings, we could not possibly cover all individual problems in this way. I received individual help, however, during the visits made to me in my school and community. Together we analyzed my teaching and other aspects of my work and formulated plans for needed improvements and adjustments. For example, on one of the visits, the teacher-trainer assisted the other teacher of agriculture and me in making specific plans for coordinating the work of the two teachers in our department to the end that our combined efforts resulted in a much more effective and smoother running total program.

Objectives As Basis of Evaluation

During each of our group meetings we spent some time in setting up objectives toward which to work in the interval between that and our next meeting. I used these objectives as guides to follow and as bases for evaluating my progress in carrying out my program of work. Each of our group meetings was held in a different school and I acquired good ideas and plans for arranging facilities and storing equipment during these visits to the various departments where our meetings were held.

From the very beginning of this Internship Program, we were led to see that good teaching is practically impossible without good teaching materials and considerable emphasis was placed on procuring adequate teaching materials. To one of our group meetings each member brought copies of bulletins, charts, film strips, etc., that he had obtained from various sources and which he thought the other teachers might find to be useful in their instructional programs. We discussed these materials as to how and where to get them and how they could be used to best advantage. Two members of our group actually obtained, during the year, over 2,500 bulletins, charts, and the like, for use in their teaching programs, and I procured several hundred myself. This emphasis on teaching materials helped me as an individual to do a better job of procuring teaching materials and, thus to do a better job of teaching. I was also stimulated to overhaul completely the reference file in my department.

Planning for the Future

During our last meeting in the spring, we were led to make an evaluation of the Internship Program as well as our individual programs of vocational agriculture. We also spent some time in projecting in writing specific plans for improving our individual programs during the coming year. This assistance in formulating plans for improving my individual program was of much value to me. I think that the evaluation and the making of written plans for next year are very important, because I am afraid that these are areas that are often slighted by teachers of agriculture.

I, for one, am glad that I had the privilege of participating in this intensive Internship Program for beginning teachers of vocational agriculture. It helped me not only to find myself as a first-year teacher, but it also helped me to get started in my program of graduate study. □

One of the important phases of Georgia's Internship program is the group conference. Here are interns who attended the final conference on the University campus in May, 1956.

Selecting teachers on the basis of farm experience

This may be a factor in guaranteeing professional satisfaction

WALLACE H. ELLIOTT, Teacher Education, The University of Maine.

Wallace H. Elliott

THE importance and need for practical farm experience by teachers of vocational agriculture has been emphasized for many years by those responsible for the program of vocational education in agriculture. Now there is a growing concern over the increasing number of students entering our Colleges of Agriculture each year without what is considered to be a sufficient background of farm experience. Furthermore, farm experience today is recognized as an asset that employers, engaged in the food industry, are seeking in agricultural college graduates. The problem, therefore, becomes two-fold for agricultural education: first, to select teachers with a satisfactory farm background, in competition with others seeking the same attributes, and second, to prepare teachers who can give instruction in the basic technical skills to all persons enrolled in all-day, young farmer, and adult classes of vocational agriculture. The day has long since passed, when we in agricultural education can take it for granted that farm reared youth have attained a practical knowledge of the basic operative skills needed by teachers of vocational agriculture.

In 1954, Dr. C. V. Noble, Dean of the College of Agriculture at the University of Florida, made a study of the farm experience requirements at all Land-Grant colleges in the United States. He found that eight institutions require farm experience for all candidates for the Bachelor's Degree. The length of the farm experience varied from a low of ten weeks (one summer) to two years.[1]

How Much Farm Experience?

The writer in September, 1954, made a survey of the farm experience requirements for teachers of vocational agriculture in twenty-two states representing each of the four administrative regions. It was found that State Plans for Vocational Agriculture varied in the number of years of farm experience required: one state specified only one year, fourteen states specified two years, five states required three years, and two states eight years. The age at which farm experience was recognized also varied: two states started at twelve years, seven states specified fourteen years, one state recognized sixteen years as the age for counting farm experience. Ten states did not indicate their age limitations for meeting farm experience requirements.

The farm experience requirements of twelve states are quoted here without identifying the respective states, in order that the reader may better understand some of the existing variations.

A. "At least three (3) years of farm work experience after the age of 12; preferably farm reared."

B. "Three years of continuous farm or ranch experience after the age of 14 years."

C. "Trainees selected will be required to have at least two years of farm experience after arriving at the age of fourteen years. Farm-reared applicants will be given preference as will those who have had a course in Vocational Agriculture in high school."

D. "1. The teacher of vocational agriculture should be a practical farmer as evidenced by at least two years of successful experience in farming."

"2. He should be in possession of the fundamentals of all farming and be able to teach these fundamentals with a high degree of skill and knowledge."

"3. He should know at least one specific type of farming from practical experience in handling all phases of it. This type should fall within the type of farming found in the area of the State he is to serve."

E. "Must have been born and raised and lived on a farm until they were at least 16 years old or else they must have had 24 consecutive months of farm experience after that age."

F. "The student must have at least two years of farm experience concurrent with high school work after the age of 16 or at least one year of every-day-activity experience after graduating from high school."

G. "The student has lived on the farm through high school and is continuing the contact while in college."

H. "Two years farm experience beyond 14 years of age. This is interpreted to allow this to be covered by actually living and working on a farm or obtaining the equivalent experience by summer farm placement plus additional experience."

I. "Eight years of satisfactory farming experience, four of which may be recognized while in college. Satisfactory farming experience during the summers in college count in terms of years."

J. "Farm upbringing prior to enrolling in the Teacher Preparation Curriculum and participating in all of the actual farm jobs required on a farm or, two years of agricultural experience, one year of which must have been continuous and in a recognized agricultural enterprise on a commercial scale."

K. "Twelve months after age 14. We are accepting any experience of at least one month's duration as counting toward the accumulation."

L. "1. The College of Agriculture requires that each student have one year of farm experience after fourteen years of age. The Farm Placement Committee requires students with unsatisfactory experience to work twelve weeks on a farm approved by the Committee."

"2. Regular teachers of vocational agriculture shall have at least two years of practical farm experience after reaching the age of fourteen and preferably have been reared on a good farm."

Evidence of Farm Experience

It was found that only two of the states included in the survey required candidates to obtain written statements, from other persons certifying the extent of their farm experience. Several states did, however, submit copies of the forms used for recording farm experiences, which are used for guidance and counselling purposes. As a result of counselling conferences, the candidates found deficient in farm experience can arrange to satisfy the requirement before graduation or elect to enter some other field of agriculture.

What Kind of Farm Experience?

When the stipulation of two or three years farm experience was first written into State Plans undoubtly the thinking was in terms of family farms, and not of the specialized types of farming which we have today. Furthermore, the types of farming within our respective states has changed considerably during the lifetime of one generation of farmers. According to the 1954 Census of Agriculture, the number of General Farms is decreasing, and it lists several specific types of farms, not including the miscellaneous and unclassified farms. Farms now have an economic classification, such as, commercial farms, part-time farms, residential farms, and abnormal farms (public and private institutional farms, etc.), as reported in the 1954 census.

What kind of farm experience do we mean when "two years of farm experience after 14 years of age" is included in the State Plan? Does such a statement apply to commercial farms only, or does it include part-time, residential, and abnormal farms too? The nature of the farm experience gained in each situation would differ, both from the technical skills acquired and the philosophy developed, depending upon the individual and the type of farming engaged in during that period. It is possible for a boy to claim he was farm-reared under any of the previous categories, unless a distinction is made at the teacher training

[1] E. W. Garris, "Farm Experience Requirements for Agricultural Teachers," *The Agricultural Education Magazine*, August, 1955, Volume 28, Number 2.

institution. One college allows "two months of credit for the school year to boys who live on farms and full credit for summer experience.

In the previous quotations from State Plans, it is apparent that a boy who is not farm-reared may acquire the necessary farm experience by various plans. However, one State Plan specifically states "24 consecutive months of farm experience," while another says, "at least one year of every-day-activity experience after graduating from high school," and a third requires "two years of agricultural experience, one year of which must have been continuous and in a recognized agricultural enterprise on a commercial scale." Do these statements mean wage-earning experiences, or living with a relative on a commercial, part-time or residential farm?

How the one or two years of farm experience is accumulated by the non-farm-reared youth apparently varies from units "of at least one month's duration" after the trainees twelfth or fourteenth birthday to a situation where summers during college count in terms of years." The state which accepts the latter provision, however, requires eight years of farm experience, as noted in State Plan "I."

A Farm Experience Summary

The farm experience records of 227 students enrolled in agricultural education from classes of 1948 to 1954, inclusive, were summarized by the writer in 1955. These records included twenty operative jobs in six major enterprise areas, namely; farm animals, dairying, poultry, farm crops, horticulture and miscellaneous. Each student checked the various jobs according to his ability, as follows: (a) none; (b) performed a few times with assistance; (c) performed several times without assistance; (d) performed many times on own responsibility; (e) assumed responsibility for directing others. For purposes of comparison, numerical values were assigned to the five degrees of experience.

It should be noted, at this point, that the entire area of farm mechanics was omitted from these experience records, because another form was used for that purpose. The reader should, also, understand that a large number of veterans in the classes summarized were responsible for the higher farm experience scores, as indicated in Tables I, II, and III. Furthermore, it must be recognized that the farm experience scores reported here were obtained at the start of the training period, usually the spring semester of the sophomore year. Therefore, they do not represent the trainees farm experience or knowledge of basic farm skills at the time they started teaching.

Table I shows the distribution of the 227 students, both majors and minors, included in this summary according to their comparative farm experience scores. The range of individual experiences for farm reared youth and those not farm reared indicates that it is much easier for farm reared youth to meet the farm experience requirements, as defined in terms of "years." But they may not have a farm experience score any higher than other rural youth, who apparently grew up in a small village and worked on farms in the community. It will be granted at this point, however, that farm reared youth may have an advantage in certain intangible values, which are commonly associated with a farm home and farm life.

Table II gives the same information as Table I for those trainees who completed the requirements for a teaching certificate. It was during the seven year period covered by this summary that the farm reared requirement, noted for Table I, and the following requirement for non-farm reared youth went into effect.

a. That the applicant has had at least *twenty-four months* of continuous, full-time wage-earning experience on a commercial and diversified farm after the age of fourteen years; *or*

b. That the applicant has had at least *twelve months* of continuous, full-time, wage-earning experience, after the age of fourteen years, *on each of two farms,* these farms being commercial and either diversified or of distinctly different types; *or*

c. The applicant has had, after the age of fourteen years (1) at least *twelve months* of continuous, full-time wage-earning experience, on a commercial and diversified farm, and (2) not less than fifteen months of cumulative, wage-earning, farm experience *in units of not less than one month.*

The above requirement for non-farm reared youth undoubtly accounted for a part of the 62.5 per cent mortality in that group, between the two tables. During the same period, the mortality for the farm reared group was 49 per cent. Some of the trainees in the latter group withdrew at the end of their directed teaching period, others became interested in preparing for graduate study in other fields of agriculture, while some were not inclined toward the farm mechanics phase of vocational agriculture.

During the school year 1954-55, as indicated in Table III, only 28.57 per cent of the 105 men certified were teaching vocational agriculture. When the summary was made, however, 52.38 per cent of those included in Table II had taught or were employed as teachers of vocational agriculture. Four of the non-farm reared group, represented in Table III, are well along the road to successful teaching careers. The other two have accepted positions in related agricultural occupations.

Some Observations

Farm experience, regardless of its nature, is only one factor which contributes to the confidence and success of a teacher. The department of agricultural education should obtain an inventory of the trainee's agricultural experience, including farm mechanics, at the earliest date possible, for guidance and counselling purposes. On the basis of such information, it is possible to assist trainees in obtaining some degree of skill in the areas where deficiencies appear.

The project "Technical Skills Needed by Teachers of Vocational Agriculture" completed in the North Atlantic Region indicates that teachers have found it necessary to learn while on the job. How can one expect it to be otherwise, regardless of the teacher's farm background, and college preparation, a continuous in-service professional improvement program is necessary, in order to

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TABLE I

A Farm Experience Summary of 227 Students Enrolled in Agricultural Education from the Classes of 1948 to 1954, Inclusive, Based on 120 Selected Abilities

Farm Experience Score	*Farm Reared* Vo-Ag.*	*Other*	*Not Farm Reared Vo-Ag.*	*Other*	*Total Number*
0— 9.99	0	0	0	7	7
10—19.99	3	2	1	13	19
20—29.99	1	8	1	15	25
30—39.99	11	18	5	14	48
40—49.99	19	26	4	11	60
50—59.99	12	18	2	4	36
60—69.99	7	12	1	2	22
70—79.99	2	3	0	0	5
80—89.99	1	2	0	0	3
90—100	1	1	0	0	2
Total	57	90	14	66	227

*That the trainee had lived on a farm during the major portion of his youth, including a minimum of five years following his fourteenth birthday, and that this farm represented a commercial farming business which constituted the principal source of the family income.

TABLE II

The Farm Experience Distribution of 105 Students Included in Table I Who Completed Certification Requirements

Farm Experience Score	*Farm Reared Vo-Ag.*	*Other*	*Not Farm Reared Vo-Ag.*	*Other*	*Total Number*
0— 9.99	—	—	0	2	2
10—19.99	1	1	0	6	8
20—29.99	1	1	1	3	6
30—39.99	4	6	3	5	18
40—49.99	8	9	1	4	22
50—59.99	9	12	2	1	24
60—69.99	5	10	1	1	17
70—79.99	1	2	0	0	3
80—89.99	1	2	0	0	3
90—100	1	1	0	0	2
Total	31	44	8	22	105

Teachers "OK" in-service training

One means of improving the morale of the teacher.

ROY W. DUGGER, Teacher Education, Oklahoma A. and M. College.

Roy W. Dugger

VOCATIONAL agriculture teachers in Oklahoma are faced with a new demand. Five years of below average rainfall has caused farmers to begin developing irrigation systems in communities where water is available. The rapid growth of irrigation farming has created a demand for adult and/or young farmer classes relating to the problems peculiar to this type of intensive farming.

According to surveys made by twelve Oklahoma teachers a majority of a group of two-hundred-fifty selected farmers who were interviewed agreed that farmers need information on (1) how to select and operate irrigation equipment, (2) how to obtain suitable sources of irrigation water, (3) how to prepare land for irrigation, (4) how to fertilize irrigated crops, (5) how to cultivate crops under irrigation, (6) how to control insects when irrigating, (7) how to select crops that are adaptable to irrigation farming, (8) how to market irrigated crops to the best advantage, and (9) how to manage irrigation farming systems.

Since irrigation is relatively new in Oklahoma, most teachers have not had courses in college that were related directly to irrigation farming. To help teachers become professionally competent to guide adult and young farmers in this relatively new type of farming, off-campus courses have been organized in pilot centers. In these courses, offered for graduate credit, the twelve to fifteen teachers who are enrolled plan and organize programs of instruction in irrigation farming for adult and/or young farmers. When a lesson that is to be included in the program of instruction is prepared, one of the teachers enrolled in the off-campus course teaches it to a group of farmers who are regularly enrolled in the adult and/or young farmer programs conducted by the vocational agriculture teacher at the pilot center. The results of this class are evaluated by the teachers enrolled in the off-campus course and each of them then teaches the lesson to the adult and/or young farmer groups organized in his respective community.

This method of providing participating experiences in pilot schools for in-service teachers has proved to be a popular way of getting them to keep abreast of new developments in a dynamic agriculture. It has also provided a means for efficiently and effectively using the services of technical specialists or resource persons. There are too few irrigation engineers and specialists to meet with adult and/or young farmer groups in every community where irrigation is a major problem. These specialists, however, have been pleased to work with the teachers in the pilot centers so that each teacher may feel confident of his own ability to help the adult and/or young farmers in his particular community. This is, in effect, a way of multiplying the efforts of the relatively few irrigation specialists who are available.

Developing organized programs of instruction in irrigation farming for adult and/or young farmers in pilot centers where college personnel are available to offer guidance, and where in-service teachers may work together to evaluate the effectiveness of such programs, has given these teachers confidence in their own abilities to provide adult and/or young farmers in their own respective communities with the help needed to grow into irrigation farming. The limited number of irrigation specialists has been able to multiply their efforts by cooperating with groups of teachers in pilot centers. Teacher trainers have been able to guide teachers in the solutions of currect problems. The end result has been an improvement in the in-service education program offered for teachers and in the adult and/or young farmer programs conducted by the teachers enrolled in pilot center courses. □

Selecting Teachers - - -

(Continued from page 103)

keep abreast of an ever changing agriculture. In addition, the readiness of the individual to learn increases when an immediate need is recognized. This applies to trainees preparing for directed teaching, as well as to teachers on the job.

The responsibility for preparing teachers of vocational agriculture is definitely that of the recognized teacher training institution. However, it is the duty of the agricultural education departments at those institutions to cooperate with all departments providing technical instruction in agriculture, so they may be informed of the needs in agricultural education in order to provide the desired training.

Finally, after considering the following factors, (1) the farm experience requirements for teachers of vocational agriculture, as written in the State Plan, (2) the "Technical Skills Needed By Teachers of Vocational Agriculture," and (3) a summary of the farm experience records of 227 college students, it is my opinion that satisfactory farm experience requirements can no longer be determined merely in terms of "years." A new medium is needed to meet the changes which have and are taking place in the complex pattern of specialized agriculture. There is need for an instrument to indicate the individual growth of trainees in the basic technical skills that will show breadth of experience, as well as depth, prior to and during the training period. This instrument should be used concurrently with the students' academic records. An instrument of this nature is as important to teacher training and the selection of teachers as individual farming program records are to teachers of vocational agriculture.

The institutions which have established standing guidance and counselling committees within the department of agricultural education, or those colleges with a farm placement committee or department may have the answer. In any event, it now appears that attempting to define farm experience in terms of "years" only, for teachers of vocational agriculture, is as obsolete as "hoe agriculture" in America today. □

TABLE III

The Farm Experience Distribution of 30 Teachers Included in Table II Who Taught "Vo-Ag" During 1954-55

Farm Experience Score	*Farm Reared* Vo-Ag.	Other	*Not Farm Reared* Vo-Ag.	Other	*Total Number*
0— 9.99	—	—	—	1*	1
10—19.99	—	—	—	—	—
20—29.99	—	—	—	1*	1
30—39.99	—	3	—	—	3
40—49.99	2	4	—	—	6
50—59.99	2	6	2	1	11
60—69.99	2	3	1	—	6
70—79.99	—	1	—	—	1
80—89.99	—	1	—	—	1
90—100	—	—	—	—	—
Total	6	18	3	3	30

*Did not start teaching for over a year after graduation.

Teachers Need Professional Unity

(Continued from page 100)

hind the teacher organizations that are there to represent them. The teacher organizations of which every teacher of agriculture needs to be a member are: The National Education Association, The American Vocational Association, and the National Vocational Agricultural Teachers Association. Membership in each of these organizations would assure a unity of teachers of agriculture among their own special group, it would unite them with all vocational teachers and would unite them with all other teachers in the country. Arguments can be easily presented that professional membership to the extent just described is not only a professional responsibility but a patriotic one as well. □

When teaching becomes a profession

Some of the "ear-marks" of the profession of teaching Vo-Ag.

EDWARD MOTT, Technical Institute of Agriculture, Cobbleskill, N. Y.

Edward Mott

TEACHING *is* a profession. The time for pros and cons in this matter has long since passed, but the time for taking stock and preparing to go forward is surely here. For the teaching of vocational agriculture, the branch of the profession with which we are concerned, to achieve a high status within the profession has been a long struggle on three fronts. It has been a part of the basic philosophical struggle in defining educational ideas which would enjoy some measure of acceptance in our society. It has had to gain prestige as a member of the vocational branch of teaching. Finally, it has been closely allied with the rise of agriculture as an acceptable body of science requiring extended study and experimentation. The teacher of vocational agriculture is in a position similar to Nehemiah in his historic struggle to rebuild the walls of Jerusalem, while he builds with both hands he must at all times be ready to defend his gains with all his energies.

What Is a Profession?

Writers delineating the qualifications of a profession, usually begin with the identity of a body of required preparation before entering the field. Each state has a teacher-training staff. It is the responsibility of this staff to provide teacher-training courses "on the campus" for undergraduate and graduate students; it also does "in-service teacher training" with the agriculture teachers employed in the state. It seems only fitting that in the preparation for teaching of vocational agriculture we should apply our basic teaching philosophy of "learn to do by doing." The programs worked out by our training institutions to provide, after careful study in the basic sciences of agriculture and teaching, actual field experience for at least one semester seem to have proved to be of decided worth. Facing class-room problems, farm visits, and community life with a competent teacher is a most valuable background for a successful teacher.

Continuous Growth

However, good preparation is not enough. Professional status requires continuous in-service growth and study. Off-campus courses, refresher courses, and work at regular summer sessions are possible ways to nurture our professional status. This is especially important if we expect the public to respect our demands for security in our positions and salaries concomitant with other professions. If we are in a situation that provides tenure and fixed salary increments, there is a big temptation to sit back and relax. It would be most unwise to increase one's educational stature in a formal way only. There are many avenues for professional growth such as the many books in our field, the opportunities to participate in local and county groups as they conduct in-service workshops to improve methods and philosophies of education, and the cooperative programs undertaken with leaders in other fields of agriculture.

Leadership Potential

One of the strengths of our profession is its potential for leadership. One survey of teacher opinion concluded that the most important characteristics of professional leadership appear to be vision, courage, integrity and competence, while other qualities they valued highly were friendliness, understanding and appreciation. These qualities do have to be developed and maintained in the local department, school, community, church and state organization. This matter of leadership needs clear, careful thinking by the man entering teaching as well as by the man changing positions. The teacher of agriculture is in a position to make teaching professional in its truest sense in that people will solicit advice from him in many areas. To become a leader in a community he has to be accepted by the people. A teacher of agriculture has a definite advantage in his program of pupil and home visitation. This gives him a basic understanding of the character and needs of people which he can translate into service in community organizations. The indiscriminate joining of organizations, however, should be viewed critically since the mere appearance of one's name on the records does little for either the teacher or the group. The basic question should be "Where can I give most effectively?" and not, "Where can I get most?" Always being sensitive to the needs of the rural community and the most effective channel for providing leadership in its organizations does much to strengthen the teaching of agriculture as a profession.

Need for Objectives

Our chief purpose is that of teaching youth, and helping them develop their full potentiality for rural farm living and rural leadership. This is our profession and should always be kept in mind as the basis for everything we do. It is necessary that we define for ourselves what is required of us in terms of skills, methods, materials, and values. We are trained in many skills, but as teachers our first duty is in helping others to develop these skills and not in the continual practice of them ourselves. For instance, we must help the student to develop habits of neat and efficient maintenance of shop facilities. But, if our professional services are to be adequate in any situation, we can not do all the cleaning chores and all the odd jobs of building maintenance. We should know what the physical qualifications are for the best learning situations, work for them and then use them. The teacher of agriculture cannot expect to ask for a shop with an adequate overhead door, proceed to pile lumber in front of the door, and then have his ideas receive consideration the next time he approaches the administration. However, all skills, methods, and materials always must be weighed in relation to their usefullness in developing the end product of good citizens, able leaders, and morally and spiritually sound individuals.

Need for Working Together

No one can write of any profession and ignore the development of strong organizations on a state and national basis. We must not neglect the consideration of this opportunity to lengthen the shadow of the influence of each teacher through participation in these organizations. They can bring together the best thinking of the individuals, guide in keeping active and usable the accepted Code of Ethics, and represent him in protecting his interests legally. It is often wise for our leaders to explain to us the dangers which exist at times to school funds, the values of proper licensing in maintaining standards, and other matters of great concern to us all which are easily ignored if we watch only our local situation. Contacts should be made as often as possible between local organizations and state groups, and between state groups and national leaders in our field. Each teacher should be willing to give of his money and as much of his time as required in support of these organizations which speak for us and maintain the interests of the profession in a wider area.

Belief in Our Work

Our New York State Conference for Professional Improvement this year received inspirational guidance in a closing speech by Billie Davis, nationally known for her ardent support of public education. She is a vocal advocate for public education up and down our country in a time when support is needed to encourage teachers to overcome possible defects of education that are being somewhat loudly proclaimed. Her defense of education stems from her experience with understanding teachers who guided a "Hobo Kid" in her discovery of a better life. The professional standing of each teacher in its final analysis is only safe in relation to the truthfulness with which the boys he teaches can in their hearts give him honest tribute for "outstanding service to agriculture and to rural youth." □

Theme for December - - - -

Objectives in Vocational Agriculture

Should an agriculture teacher go into farming?

Might this be one of the "rewards" of professional competence?

HOWARD CHRISTENSEN, Teacher Education, University of Nevada

Howard Christensen

DO you have the dream as an agriculture teacher of owning a big farm and dairy herd? Do you plan on teaching a few years then going into farming, or better still why not continue teaching and have a farm to help bolster the old bank account? Before you sign the mortgage on the dream ranch, I would like to invite you to talk to an expert—Mr. L. C. Schank. This summer Mr. Schank retired with 27 years of service at Churchill County High School. He has had the unique experience of being classified as both a successful teacher and farmer.

An Enviable Teaching Record

Before you reach the conclusion that his teaching was a sideline, let me briefly review his accomplishments. Three National FFA officers, one Regional Star Farmer, Eleven American Farmers and seventy-eight State Farmers, of which 70 per cent are now established in farming. A teacher loved and respected by his students, farmers and school educators. To be on the sidelines at his farewell party and see the devotion and respect shown by his former students as they presented him with a rocking chair on his retirement makes one proud to be connected with Vocational Agriculture. Professional competence came first with him.

As to Mr. Schank's success as a farmer, he started in 1938 with 10 dairy heifers and 55 acres of productive land. He now has 50 milking cows and 200 acres of farming ground with the necessary operating facilities.

You might say "Good, watch my dust, I'll do the same." Before your plow gets stuck in a bog, I would ask you to ask yourselves these questions Mr. Schank has so ably set down.

Some Factors to Consider

1. Is this the place you want to live the rest of your life?
2. Do you have the health, ambition and courage to take the risk necessary in successful farming?
3. Does your school administrator and public look with favor on your farming activities. We lived in Fallon 10 years before we started to farm. During the 10 years and 5 spent in other schools before coming to Fallon we scraped and went without in order to have enough money for the down payment.
4. Do you know enough about farming to develop a place that will gain respect for you and be a credit to your position as a Vocational Agriculture Instructor? I bought the farm and leased it to the best farmer in Churchhill County for two years. During those two years I learned all I could from this farmer.
5. Do you have boys of your own who can grow into farming and will assume part of the burden? My oldest of three boys was 14 when I took over the ranch. He became an American Farmer and is now married and operates the farm. My other two boys won outstanding state honors in FFA. I still believe the farm is the best place to raise a family.
6. Most important is your wife willing and able to do the chores when you are at school? Mrs. Schank was a Home Economics teacher when I married her. She has loved the farm.
7. Are you willing to go without, to live rather humbly for years before you can improve? We lived about 8 years in a reconditioned shack on the ranch before we built our home.
8. Can you make your farm a means of improving agriculture in your area? We had the first Grade A barn in the County, also the first pipe line milkers. We were one of the first to use artificial breeding in our dairy herd. Our farm was one of the first to use improved pastures, with the use of commercial fertilizers on them. We were also the first to use nitrogen fertilizer on grain and corn. When I taught adult classes I was able to teach from experience.
9. Are you big enough to not use the school equipment or other facilities unduly on your own farm? I have been careful to pay the Chapter for any shop work they did for me. I have made the farm self-sufficient and not used school equipment on my

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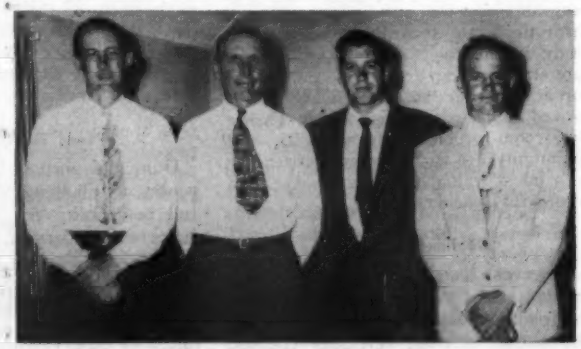
Mr. and Mrs. L. C. Schank at last retire to the rocking chair presented them at special farewell party attended by 200 present and former agriculture students.

CHURCHILL COUNTY AMERICAN FARMERS. Standing left to right: Bill Lee, 1933; Earl Harriman, 1935; Verl Hendrix, 1942, National Student Secretary; L. C. Schank, advisor and Honorary American Farmer degree 1953; Louie Venturacci, 1948; Cyril Schank, 1949; Lonny Curry, 1956, candidate. Kneeling, left to right: Mario Peraldo, 1937; Virgil Getto, 1945, National Student Secretary; Amilio Bell, 1944, Regional Star Farmer; Don Travis, 1952, National Vice-President. Not shown are: James Baldwin, 1930; and Ralph Bell, 1947. All are now farming except one.



Mr. L. C. Schank and three National FFA officers. This picture was taken at a party in honor of Mr. Schank at the time of his retirement. Verl Hendrix, National Student Secretary, 1942-43, now farming in Fallon; married and has 4 children. Mr. Schank. Don Travis, Pacific Regional Vice-President 1952-53, Farming and Agriculture Education major at University of Nevada. Virgil Getto, National Student Secretary 1945-46, now farming in Fallon, married and has 4 children. All three former officers are active in the leadership of community and farm organizations.

An often neglected factor in good professional relationships.

Agriculture and intra-school relations

ALLEN BAKER, Vo-Ag Instructor, Sunnyside, Washington.

Allen Baker

AS the days and weeks of the school year go by, the Vocational Agriculture teacher spends many hours measuring—measuring the students' progress, gauging the time left for units, weighing the effectiveness of teaching units, timing the introduction of a new unit, and many other measures. Since so many of the Ag teacher's activities are time consuming, it is easy to exclude, as the writer has, a calibration of one's own relationship with the rest of the school staff. However, agriculture teachers may easily be guilty of poor intra-school relationships. This writer has observed that resentments on the part of his non-agricultural teaching colleagues have been less than might be expected.

In order to avoid resentment initially, the vocational agriculture teacher might well re-examine some of his habits and practices. Perhaps a short series of questions will help the reader, as it has the writer, in evaluating his own situation.

Do You Live Up to Your Promises?

Everyone in the course of his work will, at one time or another, encounter a situation in which a job was promised and the promise forgotten. In most cases the person requesting help would prefer a refusal rather than a promise you may not keep. When jobs are promised it is a good idea to make notations—perhaps just a word or two—on your shop assignment sheet or some other page referred to daily to remind you of something that is expected.

Are You Fair to Other Teachers?

All teachers recognize the chore involved in bring students up-to-date on their work after an absence. When scheduling the activities which will take students out of other classes, the Ag teacher should take into consideration that the other teachers have a job to do also. The Vo-Ag teacher should try to limit special requests for dismissing boys from other classes to those who will use their initiative in making up their own work, and—perhaps most important of all—he should get permission from the individual teacher involved for the release of the student before he is excused. *Don't* depend on your students to pass the word to the other teachers. It would be well to give at least three days advance notice of special activities so that colleagues may schedule accordingly.

Does the FFA Get More Than Its Share?

The importance of financial independence is just as great to other school clubs and their advisors as it is to the FFA and you. The FFA, in most cases, has fewer limitations in its opportunities to earn funds. Whenever possible, it might be well for the advisor to discourage fund raising projects that will interfere with or reduce the revenue of other school organizations.

Do You Complain too Much?

Most vocational agriculture teachers recognize that they are expected to carry heavier all-around loads than other staff members. Complaints about his load that have the effect of shifting some of his burden to staff colleagues can serve to lower the prestige and effectiveness of the agriculture teacher. Before requesting relief from some of his duties, the teacher should recognize that often he receives credit and recognition for his advisorships from the community as well as from the school to a greater extent than do classroom teachers, and his job and salary may depend to some degree on those advisorships.

Do You Avoid Classroom Teacher Organizations?

Every high school has teacher organizations, either on a local or affiliated level, with which the Vo-Ag teacher should identify himself. It is easy to excuse oneself for non-participation because of membership in the NVATA, WVA, and AVA. However, the Vo-Ag teacher is always a member of the professional staff of the school in which he teaches, and mutual benefits can be derived from membership in local teacher organizations.

Do You Isolate Yourself from the Rest of the Staff?

Often, because of being geographically remote from the rest of the school plant, the agriculture teacher finds it more convenient to avoid locking his building and turning off the electricity by carrying his lunch and eating in the

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Should an - - -

(Continued from page 106)

farm. One of the things I enjoyed most about agriculture teaching was the field studies. I have used my farm as a regular laboratory.

Mr. Schank says the farm has helped him to be a better teacher, but he also points out some of the good fortune he has had. First, he got started when prices were low and got a "good buy." Second, he had high war prices to help. Third, he was blessed with a wonderful family who have made the whole endeavor a happy and successful experience.

Relationships in the School

Another evidence of this man's professional qualities is found in his professional relationships in the school. What is the test of a teacher's relationship with his school administrator? I would say it is not necessarily verbal praise but rather that of a long period of time in an harmonious, peaceful relationship. The following tribute, written for the *Fallon Standard*, February 22, 1956, by a prominent Nevada Educator, Walter D. Johnson, is worth our notice. It was written as a tribute to Mr. L. C. Schank's completion of the 27 years of service as Vocational Agriculture instructor. Mr. Johnson during part of this period was both a fellow teacher and the High School Superintendent of Mr. Schank. Johnson left Fallon to become Superintendent of Nevada's largest system at Las Vegas. Superintendent Johnson lists qualities possessed by a fellow agricultural educator worthy of our emulation.

An Administrators Tribute

I Remember:

"A FELLOW TEACHER," who gave me an understanding of boys that served me well, in my career in Education, because it stood the test of time.

"A MAN," who was a leader of boys, men, church and community.

"A GENTLEMAN," with a fine family in whose home I was always welcome.

"A FRIEND," that I admired and respected.

I Remember:

"A PHILOSOPHER," living by the Golden Rule and always able to weigh his neighbor in the same balance with himself.

"A WORKER," always ready to lend his fellow teachers a helping hand—even though his own day was often 12 or 14 hours, six days a week.

"AN AGRICULTURAL TEACHER," who could have had, and was offered practically any job in his field in this state—but—who chose to remain in "one of the greatest of all callings"—Teaching.

"A FELLOW BEING," who was the soul of integrity and understanding but with the ability to draw a firm line when needed.

"A MAN," who, without a doubt, influenced the lives of men in the farming area around Fallon, more than any other dozen men. Certainly he must possess the joy of knowing that he influenced so many lives, created purpose where there was none, molded character and integrity out of human clay—with these joys for treasures he is a rich man.

I REMEMBER—WITH A WARM GLOW—ROY SCHANK.

As a Vo-Ag teacher do you long to get into farming? Consider well the *pros* and *cons* which the record of L. C. Schank reveals. □

Take to the field!

Your professional competence will be improved.

LEDWARD E. SMITH, Hagerstown, Ind.

Ledward E. Smith

DO YOU CLASSIFY yourself as a classroom teacher? It is certainly complimentary to be a good classroom teacher and even more complimentary to be a good teacher away from the classroom.

Vocational Agriculture teachers should pride themselves on being good teachers away from the classroom. In theory, your classroom is where you teach, regardless of where you are. To be practical, let's keep the classroom idea out of our thinking when we're working in the field. The boys will accept this type of thinking very enthusiastically. Classroom work can be tedious at times; field work is always enjoyable both from the viewpoint of the student and the teacher.

Three years ago, an energetic businessman in our community offered our agriculture department a strip of "bottom" ground consisting of 3.6 acres to be used by the Ag boys for experimental work. Our donor specified that nothing could be grown on the land that is common to our area. Our problem was to grow crops with which we were not familiar and to solve marketing problems which would arise.

You can imagine the many hours we have spent working out the many problems; soil testing, weed control, fertilization, securing seed, seeding rates, cultivation, and seed bed preparation, to name a few.

New Problems Arise

Last year another local businessman leased to the FFA his 17 acre suburban farm including 22 head of crossbred sheep. Here was a real challenge to our problem solving technique. After carefully examining the existing sheep flock, we found several undesirable type ewes. These ewes were marketed and the money used to pay part of the cost for eight registered Corriedale ewes and a two year old registered Corriedale ram.

Only one boy in the entire FFA Chapter had had experience with sheep management. We found ourselves confronted with many problems, including feeding problems, disease problems, fencing problems, and the biggest problem of all, that of dog attacks on the sheep.

Each problem, as we tried to solve it, created new ideas. As a result, sheep feeders and other equipment were built in the farm shop. The boys saw the need for a trailer which was built in the farm shop. Later, as the project grew, the definite need for farm machinery was projected into their thinking. The FFA Chapter borrowed enough money from the local bank to buy a used tractor and breaking plow. Plans are now being laid for more equipment. Further expansion of the sheep program is anticipated which will call for an extensive pasture improvement program.

Variety of Problems

Listed below are some of the many jobs which have been accomplished through the use of FFA and class field trips.

1. Setting onion plants
2. Fertilization of onions
3. Growing white corn
4. Spraying for weed control
5. Marketing white corn
6. Growing sweet corn
7. Marketing sweet corn
8. Growing spring barley
9. Registration and transfer of sheep
10. Culling ewe flock
11. Selecting replacement ewes
12. Selecting desirable type ram
13. Feeding ewe flock
14. Tagging ewes
15. Care of ewes at lambing time
16. Shearing ewes
17. Marketing wool
18. Drenching ewes and lambs
19. Docking lambs
20. Castrating lambs
21. Dipping ewes and lambs
22. Weaning lambs
23. Putting lambs on feed
24. Pasture renovation
25. Fence repair
26. Setting posts
27. Building gates

At a recent FFA meeting, an extension specialist from Purdue University spent two hours discussing sheep management with the Chapter.

You may say that here is an unusual situation, a situation that would be difficult to duplicate. However, I am satisfied that if the teacher of vocational agriculture is aggressive enough to keep a great deal of his teaching in the field, he will create interest and enthusiasm not only among the boys but also the community. Opportunities for teaching in the field will arise in due time. □

Part of the sheep flock owned by the Hagerstown Chapter with good view of the herd ram.

Howard Scholl, Hagerstown FFA Secretary, proudly displays the trailer built in Farm Shop to facilitate hauling Chapter-owned sheep flock.

One of the important sheep management jobs, care of feet, being taught on the FFA farm by the Vo-Ag teacher. A good environment for learning.

Agriculture and - - -

(Continued from page 107)

department instead of with the rest of the staff.

It is important for intra-staff relations that the vocational agriculture teacher spend at least the lunch period with the rest of the staff; the more remote the Ag teacher is from the staff during the school day, the more important it would seem for him to reserve lunch time for a short social meeting with his colleagues. In addition, there is the necessity for breaking away from the atmosphere and surroundings that face the teacher during his time on the job.

In many cases it would perhaps be of benefit to the Ag teacher as an individual, and to his profession generally, to review some of his practices with regard to his relationnships within the school system. It is better to evaluate one's self and do one's own criticizing rather than to let things slide until a time when administrators and colleagues become concerned about the Ag teacher's faults to the extent that it has jeopardized his position. □

Nearly 60 per cent of American men aged 65-69 are still in the labor force, as well as 40 per cent of those in the 70-74 age bracket, according to recent Twentieth Century Fund report.

There are professional rewards which grow out of - - -

Organizing the young farmer program

SWEN A. GILBERG, Vo-Ag Instructor, Pennington, New Jersey.

Swen A. Gilberg

THE Young Farmer Program here at Central High School of Hopewell Township has been in operation for two years. How this program was started and how the existing problems in it are being solved is the story I want to tell.

I have been a teacher of Vocational Agriculture for fifteen years. Of this period of time the last nine years have been spent in my present position in Hopewell Township. At once you may wonder why I have only had a Young Farmer program for two years. I will attempt to offer an explanation.

Competition for Time

I had my initiation in working with Young and Adult farmers in the O.S.Y. program before World War II. It was a pleasant and satisfying experience to work with these young farmers but it was interrupted by a 3½ year period of service in the U. S. Army. Upon returning to civilian life I helped organize the P.L. 346 and P.L. 16 courses for veterans working on farms in each of two school areas. I had two part-time teachers helping me with the on-farm instruction in this work. At the same same time I had a full daily schedule with the all-day students of Vocational Agriculture consisting of four double periods each day.

Upon termination of the G.I. courses it was suggested that Young Farmer classes be started. It was three years before my daily schedule was arranged so that I could handle the work. As it turned out, the change was almost by chance, although some work was involved to organize the new schedule.

Most Vo-Ag teachers in our State are saddled with an all-day schedule involving about 60 boys of high school age. I found myself in this situation until about three years ago. The Vo-Ag shop was the only shop in the high school so all boys who wanted shop work took the Vocational Agricultural course. Then, as a result of an evaluation study, a manual training shop was added to the high school. Non-farm boys could be enrolled in shop courses. At the same time a study was made by the Vo-Ag boys and the teacher of the requirements of the home farming programs. It was decided that a freshman in Vo-Ag must complete at least 300 hours of home farming activities to receive points for the Vo-Ag course. The hours were increased for the upper classes.

As a result of these two circumstances a smaller enrollment of all-day students resulted in 1954. The group could be handled for instruction in two double periods daily. Then a new Art course was added to the curriculum. It was decided that the Vo-Ag classroom would be used during the afternoon hours for art classes. This left the Agricultural teacher "free" for the afternoon. What would you suggest?

A New Schedule Approved

About the same time that this was taking place I requested a new schedule. I had read and studied articles in *The Agricultural Education Magazine* about Young Farmer programs and how a one-teacher department could handle these classes. It meant breaking away from the three or four double periods daily of all-day students and cutting down to two double periods of all-day students in the morning, and leaving the afternoon open for the instruction of Young and Adult farmers in the farm shop and on the farms. I asked for this new schedule and it was approved.

Joseph Wargo, State Farmer, is a member of the Young Farmer class. Here he demonstrates his mechanical ability by showing how a side-dressing attachment can be put on the cultivators to apply fertilizer to field corn.

The next step was the organization of the Young Farmer classes. In July of 1954 I started a survey of this out-of-school group to determine their needs and the possibility of holding evening classes in the Fall. News articles were written to stimulate interest and the graduates of the all-day courses were visited to discuss the advisability of conducting organized classes for them. A group of twenty young men was signed up for on-farm instruction and each one gave full information on his farming status on the survey blank. Individual needs were surveyed and tabulated and, as a result, an evening course was organized in farm mechanics. Thirteen young farmers completed this course which consisted of fifteen evening meetings and farm visitations to aid these young farmers with the solution of their problems in farming. Students learned

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Dominick Stellitano has 35 acres of truck crops and 15 acres of fruit trees. He is an interested member of the Young Farmer Group who can furnish a number of problems for the group discussions and on-farm instruction. His success in getting established in farming depends upon ability to make critical decisions.

Alex Schaafsma, Star Farmer of New Jersey in 1955, is a member of the Young Farmer class. He is showing the fine points of his Heifer which was Grand Champion of the FFA Livestock Show at the Trenton Fair in 1954, to the members of the High School Vo-Ag classes.

A teacher has some advice for the school administrator.

Cooperation results from good school and faculty relationships

A. J. BADURINA, Vo-Ag Instructor, Sunbury, Ohio.

Can teachers help plan the school program? Can they help the superintendent formulate recommendations to the school board on matters of school policy? Today, we feel that administrators should ask teachers to help on this matter in helping set up a good cooperative school policy.

One of the practices, most destructive of good staff relationships, is the development of a "closed door" policy, the practice of some administrators of being "hard to see." As a result, people feel that decisions are made without considering all the facts and without consulting some of the staff members.

There is a great potential for cooperation in all schools with the teachers, school board and administration.

We try to teach cooperation in our classes to students; therefore, in order to practice what we preach, cooperation should be the result. A teacher who consistently cooperates with his administrators and co-workers can expect, and generally receives, the best cooperation from outside agencies in the many functions of the school.

Faculty relationships help us better to understand ourselves and our students. The cooperation of the faculty and administrators is regarded as a means toward better decisions, growth of persons, and effectiveness of work. Every teacher should have a chance to share directly in setting goals and determining basic policies of the school.

Superintendents and administrators should show appreciation of work done by teachers, no matter in what direction it flows. There is no reason why a teacher cannot express appreciation to the principal, supervisor, superintendent or board members in return.

A good school administrator is in a position to know his teachers and some of their problems intimately. Knowing their individual situations and problems, he is in a position to help organize a cooperative faculty and school. If the administrator continues in association with his teachers and their problems, he is in a position to see their problems first hand, analyze them, and personally help in solving them. The very nature of his program should involve conferences with the teachers thereby giving him an opportunity to better understand some of their complex problems.

Having a good salary schedule and following it also creates good faculty relationships. It is my opinion that a satisfactory salary schedule is one which meets the needs of the teacher and gives him the encouragement needed to make a successful career.

Through past experiences, I have found that several social events among the faculty and their families create an interest and a desire for cooperation among the faculty and executive heads.

A school equipped with a cooperative program and plans, facilities and techniques to carry it out is needed for good teaching. These, plus the will and effort of a trained enthusiastic administrator and good teachers, make an unbeatable combination to maintain good school and faculty relationships. □

Organizing the - - -

(Continued from page 109)

how to handle arc welders, oxy-acetylene equipment, constructed many useful farm implements, repaired farm tractors and machines, and participated in numerous farm mechanics activities. On-farm visits were made during the afternoon hours to the farms where the young farmers were employed.

The Second Year

A similar procedure was followed for the program during its second year. Fifteen Young Farmers were visited on the home farms this year. Of these, eleven attended evening classes when they were started late in the year. The classes consisted of farm mechanics instruction on an individual basis along with one meeting on Soil Conservation when the Soil Conservationist visited the class. Slides were shown by the County Club Agent at this meeting and much interest was created in improving pastures and enrolling in the Soil Conservation Program in the County.

In the farm shop two wagon frames were welded together utilizing car axles; a lime spreader and a compressor cart were constructed from metal using the gas welding and arc welding equipment; two farm tractors were reconditioned by the young farmers; a plow packer and a wheel barrow seeder were reconditioned and painted; an electric motor was rebuilt and cleaned; plow coulters were replaced and sharpened; three draw bars for farm implements were repaired by welding. The gas forge was used to heat and straighten a frame of a mounted plow; the arc welder was used to replace parts on a post hole digger; a sub-soiler was reconditioned; small tools were repaired such as the replacement of handles on hammers. A feed cart was repaired for use.

Some Current Problems

At the present time there are two problems of a local nature to be solved. One is financial. With increasing costs in education, the Vocational Agricultural program is being examined closely as to the per-pupil cost of this training. Four meetings have been held this year to try to solve this problem. A separate budget for the Young Farmer program has been prepared but it has not been approved to date. In this budget one-third of the costs will be appropriated for the Young Farmer program and will be reimbursed from State and Federal funds, while two-thirds of the costs involved in our program of vocational agriculture will be calculated as those of the all-day program reimbursed from Federal funds.

Another problem to solve is to justify time spent on the farm or to answer the critics of the program who claim that the instruction of young farmers is duplication of work already being done at home on the farm, or by the County Agent or Club Leader. The Young Farmers would like to answer these questions themselves to prove that the program is worthy of being continued. A young man who wants to become established in farming needs all the help he can get. He needs and wants the help of the local teacher of vocational agriculture.

The Interest Continues

As a nucleus for the program for the third year I have a small group of young men who are very interested in becoming established in farming and in attending evening classes for organized instruction in solving problems in farming. One young married man has recently purchased a herd of 30 Guernsey cows. Another rents 175 acres for crops and is having a barn built for his dairy herd. A third works on the home farm but rents additional land for crops. A fourth rents 35 acres for truck farming. There are five more boys who are on the home farms at present. Most of these have completed the four year course in vocational agriculture in high school. Some part-time farmers may also enroll again.

A Satisfying Experience

In conclusion, I have found that starting the Young Farmer Program has been a satisfying experience. There are problems to solve but there appears to be a good future ahead. The cooperation of the High School Principal, School Superintendent, and the Board of Education is very important. For next year the difficulty of budget approval will be worked out so the program can be continued. The classroom instruction in the evening and the daily instructional visits should help these young men, through such an educational program, to become successfully established in farming. The on-farm instruction involves the everyday problems encountered in farming. The teacher of Vocational Agriculture is in a position to be of help in meeting the needs of these students by discussion and demonstration on the farm. In present day farming I find that most Future Farmers cannot become fully established in farming by completing the all-day program. They are in need of continued help. The Young Farmer program can meet this need. □

Watch your public relations

They are important to your professional success.

EDGAR N. HINKLE, JR., Vo-Ag Instructor, Riley, Kansas.

In any professional line of work, a good relationship with the public with which professional people associate is very important. This is particularly true of the Vocational Agriculture program. I know of no better way to put over a program of vocational agriculture in a farm community than through maintaining a close contact with the people in that community.

Good public relations are important as a means of obtaining the cooperation needed for a successful program. It is a true saying that "we cannot take without giving." If we *give* to the people, they will see that we *receive*. Consequently, our vocational agriculture program grows, and as this occurs, more people become aware that it is a worthwhile contribution to their society.

Help for the New Teacher

This is especially true where a teacher is just entering the profession, or when a new department is being opened.

There are several basic points which I would like to present to other teachers to employ in obtaining good relationships with the people of their community. I have tried to use these factors in my department, and they have proven very successful.

1. Make use of your local newspaper. Write articles pertinent to farm problems in your area, with some helps to readers. Write articles about what you and your boys are doing in your department. People in your community appreciate knowing how money is being used in your program since it partly comes from them.
2. If you have a camera, take colored slides of your boys and their farming programs. Invite the parents of the boys to a meeting in which the pictures are shown.
3. Have your boys help in various building or clean-up projects around your city or community. The boys will learn and the people will like your help.
4. Let the boys give talks on the FFA and Vocational Agriculture program to various organizations and groups.

Employ these efforts in your community, and watch your department grow. □

Your professional status can be improved by - - -

A program for public relations

CARL W. BLANK, Vo-Ag Instructor, Fleetwood, Pa.

Carl W. Blank

IT WAS Abraham Lincoln who once said "Public sentiment is everything. With public sentiment nothing can fail, without it, nothing can succeed. Consequently, he who holds public sentiment goes deeper than he who enacts statutes or pronounces decisions." A teacher of agriculture in the public schools must acquaint the public with the aims, accomplishments, and needs of his department if he is to win the support of his program.

There are countless possibilities available to the teacher of agriculture to help him conduct his informational program. But regardless of these possibilities, the department and the teacher must *merit* publicity. A good program of public-relations cannot be based on a weak, or inactive program of vocational agriculture. The actual accomplishments of a department are its best interpreter.

Public Support Is Earned

Have you not heard of a teacher of agriculture who could get almost anything he wanted for his department merely by asking for it? He literally had his community eating out of his hand. This situation did not happen by accident. It was earned through a well-organized effective public relations program of a good department of agriculture.

The present program of vocational education in agriculture requires continual explanation if the public is to comprehend its purposes and procedures. The parents of the students, and the community as a whole, are entitled to regular and accurate information concerning the program of agriculture as offered in their schools so that they may contribute to the effectiveness of it.

Objectives Are Needed

To be effective, a program of public relations should have an objective. The program should consist of activities which will contribute to the development of the supervised program of the boys and to the improvement of the program of vocational agriculture. Programs which are conducted for personal gain are certain to fail and the boys and the department will suffer.

It is well to note here the seven principles of public relations. These rules

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ANNUAL CALENDAR OF PUBLIC-RELATIONS ACTIVITIES IN VOCATIONAL AGRICULTURE

School, NORTHWEST HIGH SCHOOL; Year, 1951; Teacher, C. B. WHITE
Month, NOVEMBER.

Activity	*Procedure*
In-School	
Monthly report	Submit monthly report to supervising principal and board of education.
News articles	Prepare stories for school newspaper. Some subjects for articles are: 1. Summaries of projects. 2. Group project results. 3. Advisory committee. 4. Outstanding projects. 5. Other FFA activities.
Out-of-School	
(1) News articles	Prepare stories for local news publication. Subjects for articles are listed above.
(2) Group project	Continuation (If this project is a crop, results should be summarized).
(3) Farm Show demonstration	Continue planning and training.
(4) Area project contest	Enter all worthy project books.
(5) Window exhibit	Move it to another location; ask for comments.
(6) Keystone Farmer Degree	Submit applications of George Henry, William Terry, and Joseph Bankoff.
Community Organizations	
Attendance at meetings of local organizations.	Attend meetings of local organizations when possible and if welcomed.

Teaching Vo-Ag can be a profession!

Thirty-nine years of experience leads to this conclusion for this teacher.

WILLIAM C. KOONS, Vo-Ag Instructor, Blain, Penna.*

Wm. C. Koons

CHOOSING a career is one of the most important decisions that a young man has to make. A decision of this importance should be made very early in life, probably during high school days, but it is sometimes delayed until much later, that is, near the end of the college course. If one is professionally minded, the decision must be made in time to secure the proper preparation for the profession in mind before his college course ends.

At any rate, when one comes to the time when he has to select a vocation for life, many fields of endeavor enter into the picture and all of them deserve some very careful consideration. It is the aim of this article to point out some of the advantages of Vocational Agricultural Teaching as a career.

Opportunity for Service

If one is to lead a happy life, he must select a program of work that will give him the satisfaction and peace of mind for which all humanity is struggling. No man is happy who finds himself in a position for which he is not suited or for which he has a profound dislike. It is a recognized fact that man is put into this world for the purpose of serving others, to give rather than to get, and to pass on to posterity the skills of life to all those with whom he comes in contact.

Teaching as a profession, especially that of teaching Vocational Agriculture to prospective farmers, is one of the most challenging and satisfying vocations in the realm of professions. The writer of this article has been teaching the farming way of life to farm boys for the past thirty-nine years and all of his teaching has been done in one community. During this time, he has seen boys come and go, develop into manhood, establish happy farm homes, raise families who in turn have taken the places of their dads in the same school and under the same teacher.

It is their good fortune to have had the opportunity to live and work in one of the better Pennsylvania farm communities which has come a long way during the past one third of a century. All of this is a great satisfaction to the teacher who has lasted long enough to see these changes take place.

*Mr. Koons retired last July 1 after 39 years in the Blain Union H. S. Vo-Ag department which he started in 1917. (*Editor*)

The Work Is Important

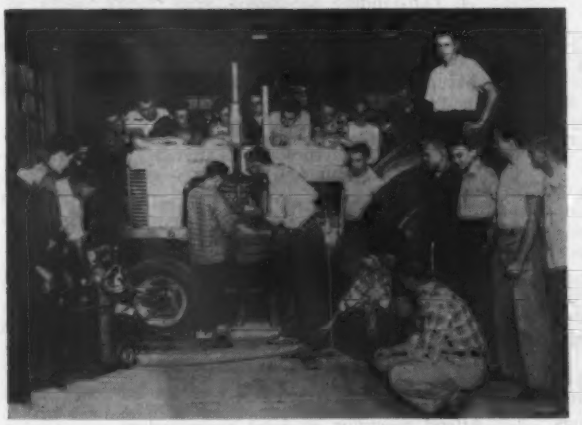
Let us remember that EDUCATION is a must in any country or land. Before anything else that is worthwhile can be accomplished, education must step in first to prepare the new generation for the tasks of life in a complex and confused world in which they will have to live and work. Illiteracy is only one generation away from any population of people. Therefore, teaching becomes of vital importance to the prosperity of any people and the teacher becomes one of the most important influences in developing manhood and womanhood. The choosing of such a career means that one will give a lifetime of potential service to his fellowman and he can be sure that he will not throw away his life and come down to the end realizing that he has lived a wasted life in which he has had little or no interest. A devoted teacher gives the best years of his life to the youth of our great country, as well as to the men and women who are now shaping the destiny of our nation.

Now, what are the rewards to be gained from the teaching profession? Let us consider them in the order of their appeal to a young man who is about to decide that he will make teaching his life's calling.

Financial Reward Is Attractive

1. The teaching of Vocational Agriculture has always enjoyed a rather high financial remuneration. The salary of an agricultural teacher is often higher than that of his fellow teachers. Naturally, he has to work twelve months of the year, with appropriate vacations, but this insures a steady income. However, there

Pictures of activities in the work of a Vo-Ag Teacher which provide the satisfactions so important in a profession.



Upper—Serving as FFA Adviser to a vigorous Chapter.

Lower—Instructing and supervising the work in the farm shop.

Upper—The Vo-Ag classes call for many contacts in the community.

Lower—Advising the senior class and even home-room duties.

Two generations have been served. Ben B. Bower graduated in 1919. His sons, Alan, 1950, Claude, 1943, and Dale, 1939, are now successfully established citizens. Dale taught Vo-Ag for two years. The background shows the farm on which the father and Alan are in partnership.

Thirty-seven years after Ben Bower (right) graduated from Wm. C. Koons' Vo-Ag department, on-farm instruction still continues as they discuss the beef cattle enterprise for the coming year. The buildings in the background are on the farm of another of Mr. Koons' Vo-Ag graduates.

are many things that are more important than money; therefore salary should not receive too much consideration when one is choosing a profession for life. Even in teaching, the highest paying job is not always the ideal situation in which to work. I realize that money is a very handy gadget to have, but less salary and more happiness and satisfaction are of far greater importance.

Home and Family Associations

2. Teaching, especially Vocational Agricultural Teaching, is one of the best ways to sell yourself to the public. All through life, one has the task of selling one's self to the family, the church, the community, and especially to the people with whom you will have to associate. Since the agricultural teacher gets into the homes of his boys and since he usually has a class of young farmers, he becomes acquainted with all of the people in a community. This home and family association gives him a splendid opportunity to make people like him even if they don't want to. True, you have new practices and ideas to sell but, most important of all, you must sell yourself. Just be sure that you put a good product on the market.

Fascination of Rural Youth

3. Likewise, you have an opportunity to work with the most interesting people of the land, namely, the young people. You help to grow the most important crop in any nation. There is a fascination about working with rural folk that cannot be surpassed in any other field of endeavor. The boys from these farming areas, the Future Farmers of America, constitute the backbone of the coming population in our nation. It is they who will feed the nation, maybe the world, in years to come. It is they who will form the destiny of our people when the present generation steps down. It is they who will be raising the boys and girls of the future, and it is you who will have had an enormous part in all of this.

Development of Rural Youth Is Visible

4. Then, too, there is the joy and satisfaction of seeing the fruits of your labors develop while you are able to look on if you will take the time to observe. A successful young farmer in your community means that you have done a good job and he will be your devoted friend forever. All of this takes time. If you have been successful in selling yourself to those who have the power to remove you, you will be able to see it through, never to the end, but far enough to give you a fair degree of satisfaction of a good job well done. Education never ends. It will go on so long as life lasts and you will have had your well earned share in the educational process of many souls.

A Constant Challenge

5. Teaching farm boys and their fathers brings out the best that is in any man. Many pertinent questions will be asked by these pupils and you will have to come up with the right answer, and this is a great challenge to any red blooded prospective teacher. Their success depends largely upon the advice that you give them. Therefore, you will have to keep up with, even a little ahead of, the times so that your judgment and wisdom will be of such a nature that they will be respected and sought after.

Can Remain Young in Mind and Body

6. Teaching is the only way to keep young in mind and body. Association with young people throughout your productive life will go a long way toward keeping Father Time from making deep inroads into your soul. Most of your work will be with the young people of the community. Much of the time your fellowship will be with these boys and girls who, in turn, will stamp their new and young ideas upon your mind. Putting it briefly, you cannot "Grow Too Old To Dream" while in their constant company. We can control a lot of things in this world, but the passing of time is one phase of life over which we have no control. Someone has said that, "it is later than you think." There comes a time when you will have to admit that you are old in years. The prospect of retirement is upon you, and it will be necessary to step aside for others. If you have been a good teacher, you will be young in mind and body and be able to enjoy a well-earned, happy rest after many years of labor.

Finally, if you would be successful in teaching, YOU MUST LOVE CHILDREN. "If I speak in the tongues of men and of angels, but have not love, I am a noisy gong or a clanging cymbal." Too many teachers today are teaching "brats" instead of the darlings of the community. It is they who are the pride and joy of their parents. It is they who will take you as their pattern for molding their lives. What you as a teacher say and do will determine how much our country will progress in the years to come. May you as a teacher be worthy of all the honor and glory and satisfaction and peace of mind that goes with the TEACHING OF VOCATIONAL AGRICULTURE AS A PROFESSION. □

A Program for - - -

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or standards should govern all activities in the public-relations program.

1. It should be continuous.
2. It should be honest.
3. It should be inclusive.
4. It should be understandable.
5. It should be dignified but aggressive.
6. It should reach everyone in the community.
7. It should use every facility at hand.

Need for a Calendar

Since any public-relations program should meet all of the above rules or standards, teachers should develop a yearly calendar. All the major activities of the department should be kept before the public at all times and should be in a definite progression. This will require a neatly ordered plan of interpreting the entire program to the public. An annual calendar of public relations activities will include a program of things to be done, the time (month) and the way these activities are to be conducted. A suggested calendar of this type for the month of November is included on page 111.

This calendar, in my opinion, should pave the way for a most successful program of public relations and is applicable in most situations even though the activities may differ. □

An internship program aids teachers

Georgia aids beginning teachers in making a better start in their profession.

W. R. BROWN, Teacher Education, University of Georgia.

W. R. Brown

FOLLOW-UP of first-year teachers has been a part of the State plan for Vocational Education in Agriculture in Georgia for many years. This work has been one of the in-service training responsibilities of the Department of Agricultural Education at the University of Georgia. The lack of adequate teacher training staff until recent years, however, has prevented this responsibility from being met as consistently and as systematically as the need in the field required. In fact, when the writer began his career as a teacher of agriculture in this state in 1938 he received but one visit from a member of the teacher training staff during his entire first year, and no provision was made for group meetings in which first-year teachers could get together to discuss the problems which are more or less peculiar to this group. The 1955-1956 school year marks the first time that the follow-up program has been conducted on so intensive a scale that students could register for and receive graduate credit.

Meeting a Need

Certain staff members of the Department of Agricultural Education had long envisioned a more intensive follow-up program in which one person might devote full time to this work to the end that beginning teachers would really have the help they want and need during this critical period. First-year teachers had raised questions now and then relative to the possibility of their receiving graduate credit for the work being done under the guidance and direction of the staff members from the University of Georgia's Department of Agricultural Education. During the early 1950's, a slightly larger teacher training staff and declining undergraduate enrollment enabled the Department to step up both the quantity and the quality of its first-year follow-up program. An over-all plan was made and approved, therefore, whereby a real internship program leading to graduate credit could be offered for the first time in Georgia in 1955-56.

In August, 1955, a two-day conference of all beginning teachers was called to convene on the University of Georgia campus to initiate the program. In this conference were 30 first-year teachers. The conference was devoted to discussing the basic plan, to setting up teacher objectives, and to planning the details relative to the manner in which the internship program would be conducted during the ensuing year. Consultants were utilized in the conference, consisting of a supervisor of Agricultural Education, a principal, and teacher trainers. Twenty-one of these teachers chose to register for graduate course credit.

District Conferences Used

After this initial state-wide conference, sixteen district meetings were held during the year—four meetings in each of the four supervisory districts in Georgia. For the most part, each of these conferences was planned around one or two major problems confronting teachers at that season of the year. For example, the first series of district conferences, held in early September, was devoted to the problems of setting up supervised farming programs and planning courses of study. Prior to each of these district conferences letters were sent to each of the participating teachers in which self-addressed postal cards were enclosed so that the teachers might indicate in advance the problems of concern to them at that time which they would like discussed at the forthcoming conference. In general, the agenda for these conferences called for (1) an evaluation of progress in meeting objectives set up at previous meetings, (2) making specific plans for dealing

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An emphasis upon one of the major characteristics of a profession.

Professional ethics in teaching

MERRIL T. CARTWRIGHT, Vo-Ag Instructor, Kossuth, Mississippi.

Merril T. Cartwright

WE find in the dictionary the simple meaning of ethics to be: "The study and philosophy of human conduct, with emphasis on the determination of right and wrong." Thus, we might apply that definition to professional ethics in teaching: "Determining and endeavoring to carry out right and wrong in our relations with others in our teaching."

Professional ethics for a teacher begins in the classroom—between pupil and teacher—and extends to teacher-teacher relations, and even further out to teacher and outside school relations.

The good teacher wishes not only to teach his students the subject matter that is truly necessary, but to teach them to be good, to be kind to others and to keep out of trouble. On a higher level, it should connote something spiritual—the bright shining goodness of a worthy person. Vocational agriculture has been conceived broadly and deeply as education for life, and provides a wholesome, vivid, and stimulating laboratory in which these finer traits can flourish. Our conception of work, of personality, of purpose, of democracy—all these are ethical, moral-bearing. They are concerned with values, with conduct, and, in fact, with everything that constitutes character. We, as vocational agriculture teachers, are in an ideal position to practice ethical living with our pupils.

School Relationships at Stake

It is equally important to keep professional ethics in practice in the teacher-teacher relations, teacher-administrator relations, and teacher-school activities relations. At the very top of this list is the fact that a teacher should never be an applicant for a job held by a fellow teacher. For a person who has respect for his fellow man, that job is simply not open. However, once a teaching job is found and accepted, consider a contract with the school board binding, and fulfill it. Along this line, abide by oral agreements as well as those in writing. Above all, it is necessary to conform to the regulations of the school. The old adage, "When in Rome, do as the Romans," applies well for a teacher. If he goes into a new school in a new community, he may well find things quite different from those to which he is accustomed. However, to conform and make himself a needed part of that way of life is an ethical part of his teaching career. The teacher-administrator relations strike a high note in better public relations. The superintendent or principal is the Ag teacher's immediate superior, his employer, and he should not forget it.

Do Your Own Job Well

Another principle of professional ethics that we should abide by is "be fair and respect the rights of others." I think of this as dealing with the other teachers inside the schools. Each teacher in the school is just as important in his line of work as any other. Each has his own rights and the right to expect them to be respected. If all teachers in the school do their own work and do it well, alibis for bad work will not be necessary. We, as vocational agriculture teachers, should do our best; then follow the ethical principle and "refuse to make alibis for work."

Another principle of good ethics worthy of discussion is: "Be a good winner or a good loser." For a vocational agriculture teacher, we might think of this in line with our many FFA contests. It is impossible for a

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Using problem solving in teaching

It will help you to solve some of your own problems in teaching.

RICHARD A. BAKER, Graduate Student, Alabama Polytechnic Institute.

Richard A. Baker

THE central problem of all good teaching is that of keeping the student thinking and learning. We as educators know that the process of learning may be characterized as involving two major implications: first, learning is an active process and, secondly, learning results in behavior change. Teaching, according to this view, is directing that active process which later results in behavior change. The active process of learning is accomplished through the student's own activity. Student activity is generated by recognition and acceptance of problems. Thinking and problem solving then are intimately related.

Problem solving as a method of teaching is based on the concept of the student becoming involved in a challenging situation which requires systematic and constructive thought. A primary criterion of good teaching is that the student must be kept thinking. The problem solving method will contribute to this end if effective teacher techniques are applied.

The Process Described

The problem solving method employs the scientific thinking process developed out of the past few centuries. This process has been modified by modern-day educators to be used in the solution of practical problems of life. The modified steps as used by most teachers of vocational agriculture are as follows:

(1) Recognize the problem: A problem begins with a felt difficulty. The difficulty must be located and identified before it can be solved.
(2) Gather the facts: The gathering of factual material, the recall of similar past experiences, etc.
(3) Formulate possible answers and solutions: A tentative opinion or views as to the probable answer based upon facts already known.
(4) Analyze the possibilities: The breakdown of possible solutions and weighing each factor.
(5) Reach a conclusion: A single concept or thought and not the sum of considered factors. The conclusion for many vocational agriculture problems consists of conclusions on a series of steps, in other words, the sum of small conclusions. Conclusions may be expressed in the form of tables, graphs, etc.

Selection of Problems

A good problem for use in vocational agriculture should be based on individual student interest, needs, abilities and the individual supervised farming program. The criteria indicated in the following statements should be used in formulating problems used in teaching.

(1) The problem should attain the teaching objective.
(2) There should be a difficulty.
(3) The problem should be clearly stated.
   a. phrased to instigate thinking
   b. free of implication on non-accepted facts or assumptions.
(4) The problem should be a situation that offers concern, appeal and the need to be solved.
(5) Appropriate to student-class level.
(6) Applicable to the realities of life.

(Continued on page 117)

An Internship - - -

(Continued from page 114)

with one or two major problems, (3) brief discussion of minor problems, (4) setting up objectives for the next two to two and one-half months (interval between group meetings), and (5) determining time and place of next meeting. District supervisors and other school leaders served as consultants from time to time in these conferences.

Teacher Trainers Visit Beginning Teachers

Another most important phase of Georgia's internship program is that of individual visits by the University staff member to the schools of the first-year teachers. An average of between six and seven visits was made with each of the teachers. However, the fact that several teachers entered the program after Christmas tended to lower somewhat the over-all average of visits. On these individual visits the University staff member visited in-school classes in classroom and shop, attended FFA meetings, attended adult class meetings, had conferences with the local school administrator, and held conferences with the teacher to discuss his problems and the various aspects of his program. Two versions of an analysis sheet entitled "Evaluative Guide for In-Service Training Visits with Teachers of Agriculture" were used as the basis for these individual conferences. These were completed jointly by the teacher and teacher trainer with specific suggestions being written out on the bottom of the form to guide the teacher in making improvements in his program wherever improvements were needed. One copy of this form was left with the teacher, one copy was forwarded to the assistant state supervisor to keep him informed concerning the teacher's program and plans, and one copy was retained by the teacher trainer.

A Summary Conference

On May 12, 1956, a final state-wide conference of the teachers enrolled for graduate credit was held to evaluate individual accomplishments and the Internship Program as a whole and to discuss plans for improving the Internship Program as well as each teacher's individual program during the coming year. Each teacher presented a paper in which he (1) set forth objectives and plans which he had formulated at the beginning of the year for meeting the several responsibilities of a teacher of vocational agriculture, (2) evaluated his program as conducted, and (3) outlined plans for improving his program during the coming year. □

Professional Ethics - - -

(Continued from page 114)

teacher to train his students in good sportsmanship when he himself is unable to take defeat well or to be a friendly victor.

However, in my opinion this principle goes outside our own walls. We know of organizations that take our trained vocational agriculture students, win their contests with them, and then take the credit all the way down the line. They may not be teachers, but as educated leaders, they, too, should practice the principles of professional ethics. However, the Vo-Ag teacher who sets out to deal with such persons must remember these principals and conduct himself in that manner; and remember that maybe in such case, he is simply in the role of a "good loser."

A Moral Issue

Teaching is a matter of ethics as in all life's business. It is often said that the whole modern financial program, being based on credit, depends for its existence on an evaluation of character, not only on ability to pay but also on intention to pay. Of course, these intentions are measured very coldly in the light of the individual's past performances, but still it is a matter of *good* intention. It is good faith and good morals that keep any economic or social group in operation, and it is faith or lack of faith that determines a worker's conduct. In one sense, every act he performs is a moral act. So it is even in school. The choice of subject matter is based upon a moral judgment, a judgment as to whether that particular matter truly represents life as it is lived. The methods used in school involve moral quality and the ideas developed through those methods become moral traits. Every time the teacher makes a decision as to whether a pupil should be passed or failed, whether he shall be lightly reprimanded or severely punished, whether this or that boy shall be given a heavy responsibility—all these are moral judgments often affecting the lives of the pupils in extraordinary ways.

In every direction we turn, coming into the school—being a part of it—we are met with many principles of professional ethics. It is both a duty and a satisfaction to live up to them. □

Securing cooperation of parents in developing farming programs

It paves the way for effective instruction in both in-school and out-of-school classes.

STANLEY WALL, Teacher Education, University of Kentucky.

Stanley Wall

COOPERATION of parents (and in some cases, the landlord) in the development of a student's farming program is essential for successful instruction in vocational agriculture. If the student is to realize the greatest benefit from his experience in supervised farming, there must be a wholesome understanding and working relationship between the home and the school.

The teacher of vocational agriculture can best secure this cooperation by explaining the agriculture program to the parents in such a way that they will understand its objectives and educational value to their boy, to them as parents, and to the community. In the past, perhaps too little attention has been given to the development of an understanding and appreciation, by the student and his parents, of the importance of supervised farming programs. Teachers have depended too much upon the student to explain to his parents the purposes of a supervised farming program and the procedures followed in planning and carrying it out.

Parent Education Needed

Since supervised farming is a new educational experience to many parents, it is easy to understand why they may not quickly grasp the full meaning of the program if the teacher depends entirely upon students to inform them of the nature and purpose of the program. It is difficult for the uninformed person to acquire a good understanding of the educational possibilities of supervised farming. The weakness in the process of informing parents is obvious when teachers consider that, in many cases, the student himself has not had adequate instruction along these lines. The explanation by the student may leave the parent with erroneous ideas about supervised farming.

When it is recognized that it requires much time and effort to develop in a prospective teacher of agriculture an understanding of supervised farming, it should be evident that parents cannot get the proper conception of the program in a few casual conversations with the teacher. Parents of students in agriculture should have more information about vocational agriculture than they can get from the pupil or from incidental contact with the teacher when he is visiting the student or from other chance contacts.

Parents Want to Know

Before making a decision on whether to enroll in vocational agriculture, the student and his parents need a great deal of information about the program. During the summer visits to the homes of prospective students, the teacher can inform the student and his parents as to the opportunities and requirements of a course in vocational agriculture as well as other courses in high school. The boy is then in a better position to decide for himself whether he should enroll in vocational agriculture. If a student and his parent realize, for instance, that the boy does not or can not have the use of adequate farm facilities to allow him to gain satisfactory experience in farming, the boy will probably decide that he would do well to elect some other course.

It is only natural for parents to want their son to receive the best possible training when they know something of the learning process. When they understand the need for their son's having a good supervised farming program, they will be more willing for him to have a good program. Parents cannot be expected to cooperate or be enthusiatic about a program they do not understand. Most parents are willing to cooperate with a teacher who has an interest in their son's welfare and in the welfare of the farm family. They appreciate a teacher who is sincere in providing a training program which will be of value to them and to their sons. We need to realize that most parents are more interested in their son than the teacher is.

Learnings Needed By Parents

Teachers must realize that attitudes will not change, misunderstandings will not be corrected, confidence will not be built unless steps are taken to bring about these changes. The teacher, the boy, and the parents constitute a team. Harmony, understanding, good will, and confidence are essential to its success. It is the responsibility of the teacher to establish the proper relationships and organize the team. Each boy and his parents present a different situation. We cannot organize all teams in the same manner. The teacher must gain the confidence and good will of all concerned and then work tactfully and long to bring about the desired results. As is true in all phases of vocational agriculture, there is no magic wand which may be waved to secure the desired results. One fact stands out—the teacher must decide on his objectives before he approaches the parents. He must know what learnings he wants to secure with the parents.

Some of the significant learnings which parents should have are:

1. *Concept of good farming.* Parents need to have an understanding of what good farming is. They should know something of the kind of farming they should engage in, the need for good size of business, the need for choice of enterprises which will give good size of business, the need for good production, and the need for balance in the program.
2. *An understanding of what vocational agriculture is.* They should understand the aim and purposes of the program of vocational agriculture. They should understand how vocational agriculture fits into the school program of studies.
3. *Desire that the boy secure good training in agriculture.* It may be well to analyze changing economic conditions in agriculture whereby those who are well prepared will survive, and the untrained will fail, as in any other business. It may be well also to point out that competition is developing to the extent that those who are not willing to plan and work intelligently will eliminate themselves from the business.
4. *Why boys need to have farming programs.* Parents should understand the relation of classroom instruction and supervised farming. They should understand that the farming program is necessary to the boy's learning to farm. The better his farming program, the better learning experience he may have.
5. *Concept of a good trade agreement.* The two main reasons why students of vocational agriculture often do not have good trade arrangements for their farming program are:
   (a) The student does not understand why he prepares an agreement nor what should be in the agreement.
   (b) The parent does not understand the educational value of the boy's making a sound agreement. Often the parent does not understand his responsibility in the agreement.

   Both the parent and the son should understand that the trade agreement is for educational purposes and that if it is to be of most value in training, it must be fair, reasonable and clearly understood.
6. *The desirable ways of financing the boy's farming program.* Many parents are reluctant to agree to their son's having a good farming program because of their inability to provide the necessary finances. The teacher should cause the parents to understand that it is possible for the boy to secure finances for a sound farming program. The teacher may need to work with the parents in leading them to believe that their son should learn to use credit wisely in developing his farming program.
7. *Understand the need for supervision of the boy's program.* The parents may not understand the full significance of the teacher's visiting the boy on the home farm unless

the teacher explains the purposes of supervisory visits to them. The parents need to understand what their responsibilities are in giving supervision to the farming program.

Ways of Securing Parent Education

Among the procedures that teachers have used and are using to secure these learnings, the home farm visit seems to be the most important. The home-farm conference affords an excellent opportunity for the teacher to become acquainted with parents and to gain their confidence. It permits the teacher to learn more about the student's home environment and the possibilities and limitations of the home farm as a learning situation. The informal atmosphere of the home should encourage the parents to talk freely and frankly. Questions about supervised farming and vocational agriculture in general should be satisfactorily answered for the parents.

One can scarcely conceive of a better situation for the development of mutual understanding and cooperation between the home and the school than is provided by a conference when the boy, his parents, and his teacher consider together the boy's future education and progress in farming. The first home visit should be made before the boy enrolls in agriculture. The teacher should have two objectives in this visit: (1) to acquaint the parents with the program of vocational agriculture, and (2) to become acquainted with the environment in which the students will be working—size up the facilities, to see if the boy can have a satisfactory farming program. There is no substitute for home visits in attaining these two objectives.

Parent Meetings as a Means

Many teachers have used a series of meetings for the parents of beginning students of vocational agriculture to assist in acquainting the parents with the program. Such conferences or meetings will not, of course, take the place of home visits. Teachers who have held such a series of well-planned meetings have heartily endorsed them. Some teachers have one meeting; others have as many as four or five meetings. A teacher can come nearer accomplishing the desired objectives if he does not try to get it all done in one meeting—there is too much that can and should be discussed to attempt to cover all of it in 1½ to 2 hours. The meetings should be held soon after school begins—the nearer the beginning of school the better. In the future probably more teachers will want to use such meetings.

The teacher should discuss the desirability of such a meeting with the parents at the time of the home visits. He should remind them of the meeting through personal contact, by sending word by the boy, and by writing a letter to the parents. Each boy should understand that it will be to his benefit to have both his father and mother attend these meetings.

If successfully conducted, the parents will come away from such meetings with high regard for the program of vocational agriculture, and especially for the teacher of agriculture.

A teacher will need to provide additional home visits for those who do not attend.

Visit Programs in Operation

A project tour can be very educational for a group of prospective students of agriculture and their parents. The tour should probably be made just before school begins—after the teacher has visited each prospective student and his parents. It should include the farming programs of a couple of the past-year freshmen, and one of each of the other classes if time permits. If there is a young farmer whose farming program has contributed to his successful establishment in farming, his farm should be included in the tour. The farming program of an adult farmer should also be included. Tours must be well-planned, and the farming programs visited should be those of boys who have adopted, as a result of instruction in vocational agriculture, a large number of improved practices. Each student visited should be ready to explain the development of his farming program. His parents should be present and indicate the part they have played in assisting him. In doing so, they will reveal their attitude toward supervised farming and toward the total program of vocational agriculture.

Other Means

There are several other means of informing the parents about the program of vocational agriculture. Some of them are:

1. Parent-son banquets or other get-togethers. Teachers and FFA boys should secure much parent participation in parent-son banquets. Plan the programs to involve a great many boys—several boys telling about the development of their supervised farming programs. Use some parents to discuss their responsibilities in assisting the boy. Short talks by parents whose sons have successful farming programs can do much to develop appreciation and create enthusiam on the part of the parents.
2. Reporting achievement of agriculture students in developing sound farming programs. Newspaper articles, radio programs, and circular letters to parents are excellent mediums to bring achievement to the attention of the parents. The single-page newsletter is a good medium for informing the parents of outstanding achievements in farming.
3. Use exhibits at fairs, shows, etc., to explain the accomplishments of various members in developing their supervised farming programs.
4. See that boys are nominated for advanced degrees in the FFA.
5. When making a visit to the boy's home to supervise his farming program, many opportunities arise for talking over other phases of vocational agriculture and school problems in general. Nearly all parents are vitally interested in their chilren's welfare and are glad to discuss mutual problems. Teachers need to take the initiative in the discussion.

Role of the Cooperating Farmer

In many instances a boy's parents are tenant farmers. In such cases the parents and pupils have to obtain the cooperation of the landlord (cooperating farmer) if a comprehensive program of supervised farming is to be developed. The teacher must realize his responsibility for meeting with landlords and parents to explain the program of vocational agriculture. The landlords will need to have about the same learnings as the parents. They should be brought in on the parent meetings, tours, parent-and-son banquets, etc.

A satisfactory understanding among parent, son, and teacher (landlord included if parents are tenants) early in the first year the son is in vocational agriculture should result in a better farming program throughout the four years, and is an excellent start for continuing the farming program after completing high school and while in the young-farmer program. □

Using Problem Solving - - -

(Continued from page 115)

Techniques Which Promote Problem Solving

As previously stated, the problem solving method will develop student thinking abilities if effective teacher techniques are applied. Listed below are a few techniques that seem particularly important and should be mentioned:

(1) Practice democratic teaching.
(2) Teach students to locate and define problems.
(3) State problems clearly.
(4) Motivate problems by recognition of immediate student need and with application to the realities of life.
(5) Keep problems on the appropriate student-class level.
(6) Use problems that require thinking and understanding.
(7) Make supervised study assignments thoroughly.
(8) Teach students to formulate possible answers by asking thought questions in the correct manner.
(9) Always list unknown factors on the chalk board.
(10) Require student to degend his position by giving reasons with his decision.
(11) Impress upon student the art and value of self-criticism.
(12) Teach students the steps in the thought process.
(13) Teach students to evaluate data.
(14) Teach students the common causes of wrong decisions.
(15) Give students tests that require thinking.

Application to Farming as a Vocation

The problem solving method should play an important role in the prepara-

(Continued on page 119)

News and *Views* of the Profession

Anderson Receives Stanford University-I.C.A. Post in The Philippines

C. S. Anderson

DR. C. S. Anderson, Professor of Agricultural Education Emeritus at the Pennsylvania State University, has joined the faculty of Leland Stanford University as Professor of Vocational Education. In November he will go to the Philippines to represent Stanford as a team leader of a group of specialists participating in a newly created Stanford-sponsored International Cooperation Administration project, the primary purpose of which is to assist in the up-grading of higher education and the improvement of teacher-training in the Phillipines.

The educational problems of foreign countries is a familiar field to Dr. Anderson. He recently spent a year in the United Kingdom, where as a Fulbright professor he studied the provisions for adult workers' education in England, Scotland and North Ireland.

Following World War II, he devoted 18 months as a field observer of the UNRRA program in Europe and Asia. One of his special assignments, while in Poland, was to survey all Polish institutions of higher learning to appraise the war damages and to make recommendations for UNRRA assistance.

In the Philippines, Doctor and Mrs. Anderson will reside on the campus of the Central Luzon Agricultural College. En route to Manila, they will stop in Hawaii. In 1939-40 the Anderson family lived in Honolulu, while Dr. Anderson was a visiting professor at the University of Hawaii.

In 1952, Dr. Anderson retired from the Pennsylvania State University where he had served 25 years as Professor of Agricultural Education. He will be abroad one year on his assignment to the Philippines. □

New Member of Future Farmer Staff

Charles W. Ritter

CHARLES W. Ritter, Jr., 1953-54 National Future Farmers of America Vice President from the Southern Region, is now a member of *The National FUTURE FARMER* staff. "Tex," as he is called, is serving the magazine in the capacity of Regional Advertising Manager. He hails from Amory, Mississippi, where he attended Hatley High School. Charlie recently graduated as an agricultural education major at Mississippi State College. While at college he was an outstanding freshman in agricultural education; president of Alpha Tau Alpha; a member of the national honorary agricultural fraternity, Alpha Zeta; and president of the Student Body. □

◀ TIPS THAT WORK ▶

Future teachers of Vocational Agriculture obtained actual experience in organizing, promoting and conducting a group activity as a result of an all-college Farm Mechanics contest held February 18, 1956, and sponsored by the Agricultural Education Club, Kansas State College, Manhattan, Kansas.

Physical facilities of the Agricultural Engineering Department were secured in order that the contest might cover the areas of Farm Carpentry, Arc Welding, Tool Conditioning and Farm Power and Machinery. Seventy-eight college students participated in the first of what may become an annual club activity.

Members in the Agriculture Education Club consist of those college students enrolled in the Agricultural Education curriculum who are preparing to teach Vocational Agriculture. Students in this curriculum complete seventeen semester hours of Farm Mechanics courses in the Department of Agricultural Engineering. Similar courses are offered as electives for those students in other curricula of the School of Agriculture.

As a result of having sponsored the contest, club officers believe they have not only started a project which will provide a major work responsibility for student teachers but one which will be of benefit to them as future teachers of Vocational Agriculture. The contest helped stimulate interest in obtaining proficiency in farm mechanics skills among members who participated and will directly assist in their training farm youth in the basic Farm Mechanics knowledge.

Prof. Howard Bradley
Kansas State College
Ag. Ed. Club Advisor

Prof. C. O. Jacobs
Kansas State College
Ag. Eng. Department

A program to prepare Kansas State College students for their responsibilities in teaching Farm Mechanics in Kansas Vocational Agriculture is shown by two contestants entered in the Agricultural Education Club sponsored Farm Mechanics Contest.

A Kansas State College student preparing himself for his responsibilities to teach the Farm Mechanics phase of the Vocational Agriculture program. The Farm Mechanics contest serves as a stimulus for such preparation.

SAFETY EDUCATION, by Florio and Stafford, illustrated, pp. 327, published by McGraw-Hill Book Co., Inc., New York 36, New York, price $5.50.

Since safety is everyone's business, this book should find its way into the libraries of a great many departments of vocational agriculture. The book includes chapters on: The Need for Safety; Psychological Considerations; Planning the School Safety Program; Methods of Teaching Safety; A Safe School Environment; Liability for School Accidents; Pedestrian Safety; Bicycle Safety; Driver Education; Home Safety; Farm Safety; Fire Safety; Vocational Safety; Safety in Physical Education.

This is a book designed to prepare teachers for their "safety teaching" responsibilities. Some chapters could also be used as source material for students. Of particular value should be the lists of selected references at the end of the various chapters. A list of visual materials for each chapter is provided in the appendix. Teachers of vocational agriculture need only to read the list of chapter headings to know that this book warrants their serious consideration.

A. E. Florio is Associate Professor of Safety Education, University of Illinois. G. T. Stafford is Professor of Physical Education, University of Illinois.

—A.H.K.

THE CONSERVATION YEARBOOK *FOR 1956* edited by Erle Kauffman, pp. 304, published by Cornwell, Inc., 1025 Connecticut Avenue, N.W., Washington 6, D. C., price $7.50.

THE CONSERVATION YEARBOOK is an annual directory and guide to agencies, commissions, boards, associations, foundations, societies and other organizations concerned with conservation of renewable natural resources. Facts and figures are provided in all fields of conservation—soil, water, forests, wildlife and fisheries, rangelands, parks, and the wilderness. Information is presented on a state basis.

In addition to information about the fields of conservation and the conservation programs, the *Yearbook* lists the names of the persons in charge of the various programs.

Miscellaneous items of information include the source, outflow, and length of the principal rivers in the United States; forest taxation laws; forest tree nurseries; brief descriptions of national and state parks and wild areas; and lists of conservation publications. This book is in reality an encyclopedia of information about conservation and its many ramifications in the United States.

—A.H.K.

SOIL CONSERVATION, by Sellers G. Archer, illustrated, pp. 305, published by the University of Oklahoma Press, Norman, Oklahoma, price $3.75.

SOIL CONSERVATION includes a discussion of the need for soil conservation, land capability, development and use of a conservation plan, the conservation cropping system with supplemental and supporting practices, terraces, contouring, waterways, grassland farming, farm forestry, wildlife, flood prevention, irrigation, farm drainage, and the many forms of public assistance in conservation.

This book is written in an easily read style and has a series of well selected illustrations. A bibliography is included in the appendix. It is a comprehensive treatment of the soil conservation problem. Teachers should find this book to be a useful supplemental reference.

Sellers G. Archer is a specialist with the U. S. Soil Conservation Service in Oklahoma. He is co-author (with Clarence E. Bunch) of *The American Grass Book*.

—A.H.K.

FARM ELECTRIFICATION, by Robert H. Brown, illustrated, pp. 367, published by McGraw-Hill Book Company, Inc., New York 36, New York, price $7.00.

FARM ELECTRIFICATION contains the following chapters: The Power Distribution Story; The Electric Bill; Electric Wiring Practices; Electricity for the Farm Residence; The Farmstead Distribution System; Wiring for Farm Buildings; Electricity for Light; Electrical Controls for Farm Use; Electricity for Heat; Farm Electric Motors; Electricity for the Water Supply; Electricity for Cooling; Special Equipment for the Electrified Farm.

This book was written for non-agricultural engineering college students. It is well written and has many excellent illustrations. Although not written for high school student use, teachers of vocational agriculture would probably find it valuable as a supplemental reference.

Robert H. Brown is Associate Professor of Agricultural Engineering, University of Georgia, and member of the American Society of Agricultural Engineers.

—A.H.K.

AGRICULTURAL DEVELOPMENTS IN NORTH CAROLINA, 1783-1860 by C. O. Cathey, pp. 229, published by the University of North Carolina Press, Chapel Hill, North Carolina, price $2.50.

This publication is organized around the following headings: The Land, the People, and the Tradition; Post Revolutionary Developments, 1783-1820; Land Holding and Labor; Agricultural Implements in North Carolina, 1783-1860; Cotton and Tobacco, 1820-1860; The Cereals, 1820-1860; Fruits, Vegetables, and Other Minor Crops, 1820-1860; Care and Maintenance of Livestock, 1820-1860; and Agricultural Progress, 1783-1860.

SUMMARY

This book is of interest primarily to North Carolinians and others interested in the development of agriculture in North Carolina. Parts of the book are of sufficient general interest that teachers may wish to suggest purchase of a copy for the FFA library. This is particularly true of the portions of the book devoted to descriptions of early crop and livestock production practices. Teachers of vocational agriculture, and others, may be interested in the publication as an illustration of how various factors bring about changes in the agriculture of a state.

—A.H.K.

CREATIVE FARM SHOWS, pp. 56, illustrated, published by National Project in Agricultural Communications, Wells Hall, Michigan State University, East Lansing. Price, $3.00.

CREATIVE FARM SHOWS is intended for educators, advertisers, public relations specialists, and others concerned with informational television. It is a compilation of the ideas growing out of the discussions and presentations of a panel of experts at a National Agricultural Television Clinic. The content is organized under the following headings: Viewpoints in Focus; Programs; Visuals; New Ideas; Audiences; Ask the Networks; Test Pattern; Television. The emphasis throughout is on helping persons think through television problems, not on pat formulas.

—A.H.K.

Using Problem Solving - - -

(Continued from page 117)

tion of a student for a vocation in farming. The application of the problem solving method to teaching situations is a major cause of the profound change and development in American Agriculture during the past half century. It has been said that in Vocational Agriculture, the problem method concerns itself with the experiences and human responses of the potential farmers, which in turn in my opinion, must cover problems confronted in the development of proficiency in farming. Farming deals with many unstable and changing situations and students should be encouraged to compensate with effective creative thinking. □

The Cover Picture

Wisconsin is recognized as a dairy state. While it is true that many farms are diversified and some areas have specialties such as canning crops, dairying is still by far the major income producing enterprise. The program of vocational agriculture in Wisconsin logically emphasizes instruction in dairy farming.

The picture was furnished by Robert E. Davenport, Associate Editor of Hoards Dairyman, formerly a vocational agriculture teacher at Monroe, Wisconsin, and arranged for by W. T. Bjoraker and C. H. Bonsack.

Stories In Pictures

A MORALE BUILDER—This happy group just completed a three-day workshop at the University of Arizona for beginning supervising teachers from Arizona, Nevada, and New Mexico. The program was sponsored by Teacher Trainers and Supervisors with the Arizona staff serving as host. Experienced supervising teachers, school administrators, and College of Education staff members also served as consultants and leaders.

Pictured are: back row left to right: Ronald Cunningham, Anthony, N. Mex., J. B. Willis, Tempe, Ariz., [illegible] Christensen, Professor of Agricultural Education, University of Nevada, R. M. Groves, Floyd, N. Mex., C. L. Willis, [illegible] Ariz., Cy Henry, Coolidge, Ariz., H. B. Gray, Mesa, Ariz., Bob E. Taylor, State Supervisor, Phoenix, Arizona, [illegible] Williams, Asst. Professor of Agricultural Education, University of Arizona. Middle row: Leon Wagley, Deming, N. [illegible] C. T. Grable, Asst. State Supervisor, State College, N. Mex., D. R. Siler, Coolidge, Ariz., J. T. Short, Artesia, N. [illegible] L. H. Hutchings, Overton, Nev., Cliff Gelmstedt, Fernley, Nev. Front row: Tom Bangron, Deming, N. Mex., Page [illegible] Willcox, Ariz., E. D. Edington, Duncan, Ariz., W. F. Hendrix, Tucson, Ariz., R. W. Cline, Professor of Agricultural Educa[illegible] University of Arizona, C. G. Howard, Professor of Agricultural Education, New Mexico State College, V. G. Edman, [illegible] Grande, Ariz. (Photo supplied by R. W. Cline)

For one of his first FFA projects, Weyman Smith of Lakeland, Georgia, chose to paint the family's rented farm home, a 50-year-old frame structure that had never been painted before. With the help of his Vo-Ag Teacher, W. L. Cox, young Smith arranged with the landlord to furnish the paint.

In applying two coats to the house inside and out, Weyman used more than 80 gallons of paint and won the district FFA painting award.

The annual Arkansas State FFA Judging Contests, conducted by the University of Arkansas at the University each year, was attended by 750 FFA members representing 110 schools. Shown above is a group of contestants in the Dairy contest, scoring mature cows. A variety of contests make up the program each year.

The Mesa FFA Chapter (Arizona) conducts a Chapter meeting on a television program. Also appearing on the program were Freddy North, State FFA President, and C. L. Harkins, State Superintendent of Public Instruction.

This picture shows the Nevada State FFA Officers on tour of all of the Star Farmer and Foundation Award applicants. These boys with their State Advisor question each applicant as to his ownership in his supervised farming program and determine the amount of work that he does on his own farm. The owner of this ranch in Pershing County is Jack Gallieo, who operates 1,000 head of beef cattle and about 400 acres of alfalfa.